











Digitized by the Internet Archive  
in 2013









STATE TEACHERS COLLEGE  
at  
MONTCLAIR

TABLE OF REPORTS

	Pages
President . . . . .	1 - 20
Dean of Instruction . . . . .	21 - 30
Business Office . . . . .	31 - 39
Registrar . . . . .	40 - 44
Summer Session, Part-Time, and Extension . . . . .	45 - 47
College High School . . . . .	48 - 50
Dean of Women . . . . .	51 - 75
Director of Personnel and Research . . . . .	76 - 86
Library	
College Library. . . . .	87 - 93
Visual Aids Service . . . . .	94 - 97
College High School Library. . . . .	98 - 99
Medical Department . . . . .	99 - 100
Art Laboratory. . . . .	101 - 104
Department of Business Education. . . . .	105 - 111
Department of English . . . . .	112 - 118
Department of Geography. . . . .	119 - 120
Department of Integration . . . . .	121 - 122
Department of Language . . . . .	123 - 129
Department of Mathematics . . . . .	130 - 133
Department of Music . . . . .	134 - 136
Department of Physical Education for Women . . . . .	137 - 138
Department of Physical Education for Men . . . . .	139 - 140
Department of Science . . . . .	141 - 156
Department of Social Studies . . . . .	157 - 166





ANNUAL REPORT  
of the  
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR  
FOR THE SCHOOL YEAR  
1940-1941

M 6

1940/41

REPORT ON THE PROGRESS OF THE  
WORK DURING THE YEAR  
1940-1941



ANNUAL REPORT FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR  
FOR THE SCHOOL YEAR 1940-1941

To the Commissioner of Education

I have the honor to present the following brief report of the work of the New Jersey State Teachers College at Montclair for the year 1940-1941. Accompanying this report will be found the annual reports of the various departments and agencies in the College.

For the year 1939-1940, the Annual Report gave special emphasis to research studies, publications and memberships in learned societies. In the Report of 1940-1941, an extra amount of space will be given to scholastic standards.

I. College Developments

A. General Scholastic Developments and Standards

1. Association of American Universities

On November 16, 1940, the following statements were received from Dr. Frank H. Bowles, Secretary of the Association of American Universities: "I am happy to inform you that at its recent meeting the Committee on the Classification of Universities and Colleges voted to add the New Jersey State Teachers College at Montclair to the list of accepted institutions of the Association of American Universities. In taking this action the Committee wishes to record its interest and confidence in the type of work you are doing. In many ways your work differs from that of the institutions we have been accustomed to consider, but we do not feel that this fact should weigh against your recognition by the Association."

Accreditation by the Association of American Universities is a source of great satisfaction to the staff of the College.

2. American Association of Teachers Colleges, Graduate Divisions

On March 21, 1941, the college received the following announcement from Dr. Charles W. Hunt, Secretary of the American Association of Teachers Colleges: "The Accrediting Committee considered the report of the inspectors and approved the application for accrediting of the graduate work at Montclair. The report of the inspectors is enclosed. The Association voted to publish no list of approved institutions for graduate work for the current year. It is assumed that such a list will be published in 1942."

1941 Dec 41





Those who inspected the graduate division of the college on November the 4th made certain comments in their report which may demand special attention. Their general report was favorable. However, the following comments should be noted. "A clarification of the term 'resident work' is needed . . .", "Practically all of the graduate students of Montclair are matriculated at Montclair, 475 of whom are teachers in active service."

"There are twelve graduate faculty members whose teaching load exceeds twelve hours, three have loads of 16 hours, one of 17, and one of 18." Inspectors recommend a maximum of twelve hours. In reference to library facilities, the inspectors stated that, "Although it would be difficult, it would be desirable if provision could be made for special tables with locked space where graduate students could work in the library."

"On the whole, all inspectors were favorably impressed with the institution at Montclair. We would respectfully recommend the approval of the State Teachers College at Montclair for graduate work . . ."

### 3. ✓ Report of American Association of Teachers Colleges, Undergraduate Division

On March 19, 1941, the Secretary of the American Association of Teachers Colleges reported as follows on the work of the undergraduate college: "Your institution was placed on the accredited list by action of the Association at the annual meeting. No warnings noted."

Details of the Secretary's report included percentile standings of the Montclair State Teachers College on various qualities set up by the standards committee. Highest rating was given to faculty preparation and the lowest to teaching load. A table presenting comparative data and the percentile standing of Montclair follows:

#### Percentile Standings and Actual Scores

<u>Item</u>	<u>Median</u>	<u>90th Percentile</u>	<u>Scores for Montclair</u>	<u>Percentile Standing</u>
Weighted Score for Faculty Preparation	5.54	5.83	6.31	100
Ratio of Ph.D.'s to Total Faculty	24.14%	35.29%	52.94%	100
Ratio of 60 Hours or More to Total Faculty	36.67%	52.17%	74.51%	100
Student-Teacher Ratio	17.66	12.38	13.62	86





Percentile Standings and Actual Scores (cont.)

<u>Item</u>	<u>Median</u>	<u>90th Percentile</u>	<u>Scores for Montclair</u>	<u>Percentile Standing</u>
Teaching Load	12.84	10.27	13.58	26
Number of Volumes in College Library	23,351 vols	52,389 vols	38,041 vols	80
Expenditure for Books and Periodicals per student	\$4.34	\$8.39	\$7.70	85
Ratio Library Budget to Total College Budget	4.83%	7.47%	5.77%	69
Income from Student Fees per Student	\$59.73	\$118.91	\$86.92	73
Expenditure for Personal Service, Maintenance, and Operation per Student	\$280.12	\$442.04	\$397.07	79
Loans and Scholarships Granted per Student	\$3.82	\$17.83	\$18.04	90.5
Federal Work Grants per Student	\$12.65	\$16.70	\$14.42	79

Over a ten year period Montclair scores on faculty preparation have been as follows: 1931 - 5.75 1932 - 5.40 1936 - 6.02 1937 - 5.99  
1938 - 6.13 1939 - 6.18 1940 - 6.31

The medians for all the State teachers colleges for the same periods of time have been as follows:

1931 - 5.17 1932 - 5.18 1936 - 5.45 1937 - 5.50  
1938 - 5.47 1939 - 5.51 1940 - 5.54

Since 1933, the range of student-teacher ratios has been from a high at 16.15 in 1935, 1936, and 1937 to 13.62 in 1940. If the college high school enrollment had been included in the dividend, which is student enrollment, the Montclair ratio for 1940 would have been nearer the median of 17.66 students to a teacher.

Since 1936, the teaching load in number of periods per week has varied from 13.9 in 1936 to 11.8 in 1937, to 14.05 in 1938, to 14.95 in 1939, to 13.6 in 1940. The median in 1940 for teachers colleges is 12.8. As the above data shows, steps have been taken during the past two years to reduce the general teaching load at Montclair.

TABLE 1. SUMMARY OF DATA FOR THE STUDY

Year	Month	Day	Time	Location	Depth	Speed	Direction	Altitude	Temperature	Humidity	Pressure	Wind	Clouds	Visibility	Remarks
1961	Jan	15	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	16	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	17	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	18	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	19	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	20	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	21	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	22	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	23	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	24	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	25	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear

TABLE 2. SUMMARY OF DATA FOR THE STUDY (Continued)

1961	Jan	26	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	27	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	28	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	29	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Jan	30	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear

TABLE 3. SUMMARY OF DATA FOR THE STUDY (Continued)

1961	Jan	31	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Feb	1	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Feb	2	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Feb	3	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear
1961	Feb	4	08:00	10°N 105°E	1000	10	100	1000	25.0	75	1010	10	10	10	Clear



Since 1932, the expenditures for library books and periodicals per student have been distributed as follows:

1932 - 2.15	1933 - 5.50	1934 - 1.85	1935 - 2.15	1936 - 1.50
1937 - 2.15	1938 - 3.25	1939 - 6.40	1940 - 7.70	

The median for the teachers colleges was 4.00 in 1940. The grants from the Carnegie Corporation to the State Teachers College at Montclair have influenced the per capita for books during the past three years.

4. Sophomore Cooperative Testing Program

In the 1940 Cooperative Testing Program, all students of the college took the tests.

On the English tests, 38 per cent of the Seniors, 90 per cent of the Juniors, 88 per cent of the Sophomores, and 84 per cent of the Freshmen exceeded the median made by 10,534 Sophomores in the 99 colleges taking the test.

On the General Culture Tests, 93 per cent of the Seniors, 94 per cent of the Juniors, 93 per cent of the Sophomores, and 92 per cent of the Freshmen exceeded the median made by 6,083 Sophomores in the 76 colleges taking the test.

On the Contemporary Affairs Tests, 90 per cent of the Seniors, 91 per cent of the Juniors, 92 per cent of the Sophomores, and 84 per cent of our Freshmen exceeded the median made by 5,589 Sophomores in the 71 colleges taking the test.

5. Cooperative General Culture Test - Administered for experimental purposes - Forms 3, 4 and 5

From a study of the median scores made on the separate parts of this test, the following may be quoted from correspondence from Dr. Wood of the Cooperative Testing Bureau: "Your students show an outstanding performance on this test, for their median total scores exceed those of all other junior groups.

Eighty-eight per cent of Montclair students made a score, on Form 3, equal to or above the median; 94 per cent on Form 4; and 90 per cent on Form 5.

6. National Teacher's Examinations

The following excerpts may be quoted from the report of the National Committee on Teachers examinations which administered the National Teacher examinations at Montclair in November 1940.

"The students taking the test of Effectiveness of Expression show a superior performance; in fact, the average for one of the groups is exceeded only by one graduate group.





"The seniors taking the French test, likewise, show a superior performance for their average scores are exceeded only by three graduate groups.

"On the Latin and Spanish tests, the averages are typical of groups having the same amount of training.

"The performance on the Social Studies test is above average for both groups; one of the groups is definitely superior.

"The performance on the test of Education and Social Policy is considerably above average for undergraduates; this average score is exceeded only by graduate groups and one other group of seniors.

"The scores made on the Biological Science test are considerably above average; in fact, only graduate groups and one highly selected New York city college group achieve higher average scores.

"Your seniors show an outstanding performance on the Mathematics test, for only one other highly selected group achieves higher average scores."

The above material dealing with scholastic standards is of particular significance because of its bearing upon the traditional notion that teachers college student personnel is poorly selected and of mediocre ability.

Perhaps one of the greatest contributions that can be made to the profession of teaching through the teachers colleges concerns the matter of scholarship and standards. It is highly important that teachers colleges should aim to improve their status and the prestige of teaching as a profession. The State Teachers College at Montclair has participated in various nation-wide examinations under the American Council Cooperative Testing Bureau and in cooperation with other teachers colleges in New Jersey and other states has made it possible for Dr. Ben D. Wood, Director of the Cooperative Testing Service, to make the following conclusions, on or about the first of January, 1941.

"It seems clear that the teachers colleges which follow the pattern of admission policies and practices with which we are here concerned are notably superior in the functions measured and implied by the English, General Culture, and Contemporary Affairs Tests not only to the other teachers colleges but to the liberal arts and other types of colleges in the program. Teachers colleges can attract and hold, and do attract and hold, the better high school graduates. So far as the higher-average teachers colleges are concerned, it may be said that there are very few liberal arts or professional colleges anywhere in the country that attract and hold superior or even equally good groups of high school graduates."





## B. Buildings and Grounds

A great majority of all developments have been brought about through cooperation with the Works Projects Administration. W.P.A. work was discontinued at Montclair on June 1, 1941. It may be resumed. However, this date marks the closing of a period of more than six years during which W.P.A. projects have been in progress. The major projects undertaken have been:

- Topographical survey of the campus
- Building of an out-door amphitheatre
- Development of a complete drainage system for the campus
- Piping of water to the various points on the campus where needed
- Building of seven tennis courts
- Building of a men's athletic field providing facilities for football, baseball, and track teams and also bleachers with seating capacity of approximately 1,000
- Assistance in developing hard-surfaced campus roads with curbs (This was in cooperation with the State Highway Department)
- Development of walks over various parts of the campus
- Building of seats and fireplaces where needed for recreational purposes
- Clearing, grading, and seeding of approximately 16 acres of undeveloped campus
- Development of parking space for more than 300 cars
- Erection of fences about athletic field and tennis courts
- Construction of a manual training shop for high school and college students and a general shop and storage space for Superintendent of buildings and grounds
- Refinishing and repairing of furniture used in college buildings
- Cleaning, painting, or refurnishing of rooms in dormitory, high school, and main building
- Trimming and transplanting of shrubs on campus and planting approximately 500 shrubs brought to the campus from outside
- Building of approximately 500 feet of retaining walls
- Development of small recreation areas, rock gardens, and flower beds
- Repairing of library books, including book-bindings
- Binding and lettering thousands of bulletins, reports, and government documents
- Building supply and exhibit cabinets, book shelves, and storage shelves.

Some of the above projects were in progress over a period of two or three years and some were completed two or three years ago. The year 1940-1941 marks the general completion of the total program.

## C. Curricula and Courses of Study

The college has endeavored to extend and clarify its relationship to defense projects and the special needs and interests





of the high schools of New Jersey. To this purpose, the college has completed its development of a minor in Accounting, and has been in the process of developing and formulating a major in Spanish, including courses in the history and geography of the Central and South American republics and the cultural and economic relations of the Americas. Other minor fields of specialization which have received careful consideration during the past year include a minor in Speech, a minor in Recreation, a minor in General Language and a minor in fifth and sixth grade work. It seems necessary for the college to discontinue its special consideration of a minor in General Language because of insufficient teaching staff to promote specialization in both General Language and Spanish. Since a minor in fifth and sixth grade work would place the college in conflict with the general state policy of a differentiated curriculum for the various teachers colleges, it has been decided that this work should be left to the teachers colleges designated to give special preparation to teachers of these grades.

The following new courses have been added since July, 1940.

<u>Date</u>	<u>Number</u>	<u>Title</u>
S'41	Art 405	Art in the Metropolitan Community
SS'40	Bus. Ed. 411A	Cost Accounting
S'41	Bus. Ed. 412	Business Management
F'40	English 200B	Speech
F'40	English 202	British and American Fiction, Malory-Lewis
SS'40	English 446	The One Act Play
S'41	English 447	Introduction to Philosophy
S'41	English 448	Choral Speaking
F'40	Geog. 413	Economic Geography of South America
F'40	Integ. 100C	Social Competence
S'41	Integ. 535	Vocational Guidance
SS'40	Integ. 542	The High School and the New Leisure
F'40	Math. 407	Consumer Mathematics (Offered, but not given)
S'41	Math. 524A	Statistical Analysis and Correlation Theory
S'41	Music 402	Conducting and Score Reading
F'40	Music 411	Beethoven - His Life and Works
SS'40	Physics 518A	Industrial Physics, Part I (Offered, but not given)
SS'40	Science 411A	Science in Transportation: Aviation (Offered, but not given)
SS'40	Soc. St. 435	The Americas: An Economic and Cultural Survey
SS'40	Soc. St. 436	Modern Men of Ancient Times
SS'40	Soc. St. 437	The Political Party System in the United States
SS'40	Soc. St. 438	The Literature of American History
S'41	Soc. St. 439	The Family and Its Problems
	Spanish S-1	Beginning Spanish





It will be noted from the above list of courses that the majority of those added emphasize present day national and international problems. The college is now offering a total of eight courses on South and Central America, not including courses in the Spanish language. Nine courses are offered in Spanish. During the year approximately fifty students registered for first year Spanish and increasing numbers are asking for majors or minors in Spanish; also student exchange relationships have been established with the University of Buenos Aires and the University of San Marco, Lima, Peru.

The courses in Statistics, Aeronautics, Business Management, Consumer Mathematics, and Vocational Guidance are definitely in keeping with the recommendations of the American Council on Education, the Sub-committee on National Defense, and the defense committee of the American Association of Teachers Colleges.

During the year an extended study has been made of an integrated course in the Humanities. The report should bring about a closer coordination of the work in literature, art, music, and philosophy.

In the fall of 1940, the college set up an art studio or art laboratory in the college high school building. The studio offers opportunities for students to work with a variety of art media, and in accordance with their individual interests and abilities. It teaches art and art appreciation through participation. In this respect, it corresponds to the special offerings of the college in music and drama. Mr. Karp, who was placed in charge of the studio, also teaches the new course in Art in the Metropolitan Community. He also assists in the teaching of the humanities course and in the development of units of work or projects originating in other departments.

In accordance with discussions reported for 1939-1940, a course called Social Competence has been given to all freshman students.

#### D. Library and Visual Aids

The college library has spent its first full year in its new library rooms. This marks an increase in facilities and service. There were, on June 30th, 1941, a total of 43,464 books and pamphlets in the library. Analysis of this figure shows 40,075 in the main library collection, including 2,672 books in the text book exhibit. There are 3,389 volumes in the College High School library. Library service may best be judged by the following data. The average per capita loans for the year are 69 volumes. According to figures from "Teaching With Books" by H. Branscomb, the average annual per capita loans for 55 colleges and universities was approximately 12 volumes. The library staff under Miss Zaidee Brown has been exceedingly active in promoting the use of the library through exhibits, bibliographies, notices of new and interesting material to faculty members, faculty meeting announcements, conferences, etc.





It is with deep regret that the college announces that it has received the resignation of Miss Zaidee Brown who has been librarian at the college since 1926. Her withdrawal from the staff will date from September, 1941.

As was shown in last year's report, the department of visual aids service of the college library has had an unusual development. The report for this department shows approximately 100 per cent increase in visual aids materials and services for the year 1940-1941. Publications from this department during the year include extensive visual aids lists in each of the following fields: chemistry, Pan-America, safety education, biology, and problems of American democracy. The number of public schools in the state of New Jersey using these lists has increased from 301 to 527. Exchanges have been established with curriculum laboratories, state and educational agencies, libraries, and museums in various parts of the United States and Canada.

E. Department of Personnel and Office of the Dean of Women

The Department of Personnel has made substantial developments during the past year. The scope of its contacts with students, faculty and college departments is indicated by the following brief outline of its present activities:

- Selection of students
- Orientation of students
- Student and staff counseling
- Health
- Living conditions
- Extra-curricular activities
- Placement service
- Follow-up service
- Personnel records
- General evaluation

All offices and departments of the college have found ways of exchanging cooperative efforts with the personnel department. It is becoming a general integrating office for the majority of activities pertaining to student welfare.

The report of the Dean of Women is exceptionally complete and shows a wide variety of activities including social affairs, classroom instruction, dormitory supervision and cooperation with the Director of Personnel on various activities affecting student welfare. There have been approximately 150 social events during the college year. These include dances, receptions, social affairs held at the homes of college faculty, and group meetings of teachers, principals, and other public school officials. The number of club and association meetings during the year have totaled approximately 250. The number of events requiring food service and including on-campus and off-campus organizations have totaled 54 and the number of individuals served have totaled 2,689.

It is also noted that the following information was obtained from the records of the Department of the Interior, Bureau of Land Management, for the year 1900:

The following table shows the number of acres of land in the State of California which were owned by the United States Government in 1900. The table is divided into two columns, one for the number of acres owned by the United States Government, and the other for the number of acres owned by the State of California. The total number of acres owned by the United States Government in 1900 was 1,000,000 acres, and the total number of acres owned by the State of California in 1900 was 1,000,000 acres.

# Table showing the number of acres of land in the State of California which were owned by the United States Government in 1900.

The following table shows the number of acres of land in the State of California which were owned by the United States Government in 1900. The table is divided into two columns, one for the number of acres owned by the United States Government, and the other for the number of acres owned by the State of California. The total number of acres owned by the United States Government in 1900 was 1,000,000 acres, and the total number of acres owned by the State of California in 1900 was 1,000,000 acres.

United States Government	1,000,000
State of California	1,000,000
Total	2,000,000

The following table shows the number of acres of land in the State of California which were owned by the United States Government in 1900. The table is divided into two columns, one for the number of acres owned by the United States Government, and the other for the number of acres owned by the State of California. The total number of acres owned by the United States Government in 1900 was 1,000,000 acres, and the total number of acres owned by the State of California in 1900 was 1,000,000 acres.

The following table shows the number of acres of land in the State of California which were owned by the United States Government in 1900. The table is divided into two columns, one for the number of acres owned by the United States Government, and the other for the number of acres owned by the State of California. The total number of acres owned by the United States Government in 1900 was 1,000,000 acres, and the total number of acres owned by the State of California in 1900 was 1,000,000 acres.



Beginning in September, 1940, the Dean of Women has given a required course for all freshman students called "Social Competence". The course stresses social adjustments and general cultural interests for prospective teachers. It points the way to other possible developments in this field.

#### F. Financial Aid and Scholarships

Financial assistance through loans, scholarships, fellowships, and National Youth Administration has been provided for 367 students. The distribution is as follows:

<u>Agencies</u>	<u>Number of Students</u>	<u>Amount</u>	
<u>Loans</u>			
Chapin Memorial Fund	4	\$ 458.00	
State	110	6,069.18	\$ 6,527.18
<u>Scholarships</u>			
State	68	6,750.00	
Music (Howe Memorial)	3	280.00	
Edward Russ Scholarship	1	100.00	7,130.00
<u>Fellowships</u>			
	4	1,610.00	1,610.00
National Youth Administration	<u>177</u>	<u>10,053.32</u>	<u>10,053.32</u>
Totals	367	\$25,320.50	\$25,320.50

#### G. Summer Session, Part-Time, and Extension

The following table presents data relative to the summer session, part-time, and extension program of the college for the past four years.

##### Summer Session, Part-Time, and Extension July 1, 1937 to June 30, 1941

<u>Year</u>	<u>Number Offered</u>	<u>Courses Given</u>	<u>Total No. Students</u>	<u>Total Number Registrations</u>	<u>Average Number Courses Taken Per Student</u>	<u>Average Number Registrations Per Course</u>
1937						
Fall	44	43	517	746	1.4	17.3
1938						
Spring	50	42	507	802	1.6	19.
1938						
Fall	46	44	518	851	1.6	19.3
1939						
Spring	65	57	606	940	1.5	16.5
1939						
Fall	62	54	646	1035	1.6	18.9
1940						
Spring	59	55	605	974	1.6	17.7
1940						
Fall	57	45	523	770	1.5	17.
1941						
Spring	50	46	517	764	1.5	16.6

beginning in January, 1940, the Board of Trustees has given a special course for all freshmen students called "College Orientation". The course stresses social adjustment and general college interests for prospective students. It includes the way to other possible developments in this field.

7. Financial Aid and Scholarship

Financial assistance through loans, scholarships, fellowships, and bursaries for administration has been provided for 1941 students. The situation is as follows:

Amount	Number of Students	Description
\$ 400.00	4	Class Scholar Fund
\$ 6,007.18	110	State
\$ 2,200.00	28	Scholarships
\$ 200.00	2	State (from National)
\$ 100.00	1	Student Loan Scholarship
\$ 1,000.00	4	Fellowships
\$ 10,000.00	111	National Youth Administration
\$ 10,000.00	207	Tuition

8. Summer Session, Part-Time, and Extension

The following table presents data relative to the summer session, part-time, and extension program of the college for the past two years.

Summer Session, Part-Time, and Extension  
July 1, 1939 to June 30, 1941

Year	Enrollment	Part-Time	Extension	Total
1939	11	11	0	22
1940	11	11	0	22
1941	11	11	0	22
1942	11	11	0	22
1943	11	11	0	22
1944	11	11	0	22
1945	11	11	0	22
1946	11	11	0	22
1947	11	11	0	22
1948	11	11	0	22
1949	11	11	0	22
1950	11	11	0	22
1951	11	11	0	22
1952	11	11	0	22
1953	11	11	0	22
1954	11	11	0	22
1955	11	11	0	22
1956	11	11	0	22



## Summer Session, Part-Time, and Extension (Cont.)

<u>Year</u>	<u>Number Offered</u>	<u>Courses Given</u>	<u>Total No. Students</u>	<u>Total Number Registrations</u>	<u>Average Number Courses Taken Per Student</u>	<u>Average Number Registrations Per Course</u>
Summer of						
1937	112	89	572	1352	2.3	15.2
1938	133	96	597	1393	2.3	14.5
1939	122	100	601	1407	2.3	14.
1940	126	90	503	1185	2.3	13.1
1941	98	73	440	976	2.2	13.3

It will be noticed that student enrollment increased from 1937 to 1939 and decreased from the summer and fall of 1939 to June 30th, 1941. The number of courses offered have tended to increase and decrease with the enrollment. It seems quite apparent that offerings, enrollment, and income may diminish still further with the year 1941-1942.

Of the 503 students enrolled in the summer session of 1940, 194 were men and 309 were women, 177 were undergraduates and 326 graduates, and 74 were matriculated for the B.A. degree and 130 for the A.M. degree at Montclair. The enrollment of 523 in the fall part-time and extension courses included 200 men and 223 women, 148 undergraduates and 375 graduates. 46 were matriculated for the B.A. degree at Montclair and 169 for the A.M. degree.

The spring enrollment of 517 in part-time and extension included 226 men and 291 women, 133 undergraduates and 384 graduates. 41 were matriculated for the B.A. degree at Montclair and 185 for the A.M. degree.

In order to signify the approximate amount of course credit given to training teachers, it may be noted that 51 training teachers availed themselves of the part-time and extension courses during the fall session of 1940 and that these courses carried a value of \$642.

## H. Minor Developments

As a matter of record, it might be stated that major changes were made in the permanent record cards and personnel records during the year. Photostat equipment was purchased to provide transcripts for graduates and for the personnel and placement departments. An addressograph was purchased in the fall and plates provided covering the state department, county superintendents, city superintendents, supervising principals, high school principals, and members of the Alumni Association.

Student Enrollment, Post-Tenure, and Extension (Cont.)

Year	Post-Tenure	Extension	Total Number	Number of Students	Number of Students
1937	112	99	211	2.3	12.2
1938	137	88	225	2.3	12.2
1939	138	100	238	2.3	12.1
1940	120	90	210	2.3	12.1
1941	98	73	171	2.2	12.3

It will be noticed that student enrollment increased from 1937 to 1940 and decreased from the summer and fall of 1939 to June 1940, 1941. The number of courses offered have tended to increase and decrease with the enrollment. It seems quite apparent that attrition, withdrawal, and moves may diminish still further with the year 1941-1942.

Of the 207 students enrolled in the summer session of 1940, 1941, 1942, and 1943 were women, 177 were undergraduate and 30 were graduate, and 17 were enrolled for the B.S. degree and 130 for the A.B. degree at Hamilton. The enrollment of 207 in the fall semester and extension courses included 200 men and 7 women, 188 undergraduate and 12 graduate, 14 were enrolled for the A.B. degree at Hamilton and 19 for the A.S. degree.

The total enrollment of 177 in post-tenure and extension included 138 men and 39 women, 137 undergraduate and 1 graduate, 11 were enrolled for the A.B. degree at Hamilton and 166 for the A.S. degree.

In order to assist the appropriate amount of course credit given to extension students, it may be noted that 21 female students enrolled in extension of the winter and extension courses during the fall session of 1940 and that those courses carried a value of 120.

Student Enrollment

As a basis of record, it might be noted that after changes were made in the summer session 1940 and 1941, the enrollment was 112 in 1937, 137 in 1938, 138 in 1939, 120 in 1940, and 98 in 1941. The year 1940-1941 was marked by a decrease in enrollment and a corresponding decrease in the number of students enrolled in the fall and winter sessions. It is interesting to note that the enrollment in the fall and winter sessions of 1940-1941 was 120 and 90 respectively, and the enrollment in the fall and winter sessions of 1941-1942 was 98 and 73 respectively.



## I. General Trends

Several studies have been made of present-day trends in teacher education. Dr. E. S. Evendon of Teachers College, Columbia University, has, perhaps, done more than anyone else in this field. The following statements parallel some of his forecasts with active trends at Montclair.

More than a fifth of the teachers colleges are now offering work for the master's degree - in most cases for the secondary curricula. There is a strong tendency to require or recommend five years of pre-service education for high school teachers. The college has continued to study this trend in its relation to the objectives and curricula of Montclair. Last indications showed that a great majority of the staff were in favor of an organization which would provide a two-year junior college program plus a three-year professional program for the preparation of high school teachers.

There is a tendency to develop more inclusive or broader curricula for teachers. This has been the policy at Montclair as related to cultural background prescriptions and broad fields of specialization.

There is a tendency to put less emphasis on traditional subject matter units as bases for curriculum organization and more emphasis upon broader combinations and functional groupings. Montclair has promoted and maintained principles of professional treatment of subject matter including the integration of related materials. This is definitely in accordance with this trend.

There is a growing interest in teachers as persons. The college has given added emphasis to its personnel program and instructional material which emphasizes personality development and individual adjustments. Montclair did what has been called pioneer work. Its mental hygiene clinic was the first to be established in a teachers college and among the very first in educational institutions in the United States.

There has been a noticeable tendency to expand the scope of the curriculum to include more and more of the so-called extra-curricular activities. While Montclair has tended to extend its extra-curricular activities, it has endeavored to emphasize such activities as have professional value or may be recognized as a necessary part of professional preparation. Recent developments have emphasized the program of the modern high school, stressing the worthy use of leisure time through physical recreation, art, music, and crafts.

There is an increased and more realistic interest in the preparation of teachers to work more effectively in and for a democratic society. Such interests have affected the selection and organization of subject matter materials, preparation of new courses of study, and the organization of committees for the promotion of defense through education.





"Whether or not the United States becomes actively engaged in the world war, institutions in which teachers are prepared would soon be affected by such disturbing conditions as decreased enrollments, fewer men students, reduced support, curriculum regulations and a general lowering of professional morale. Plans should be made to prevent a repetition of the demoralizing effects of the first world war and all citizens should be made aware of the vital importance of teachers and teacher education in the present defense of our American way of life."

Last year's report called attention to problems of defense education. During the past year such interests have centered in discussions and developments which have had to do with the teaching of Spanish and a better understanding of cultural and economic relations with Central and South America; the preparation of civilian pilots and others who have gone on to advanced work directly related to aviation; emphasis upon nutrition, health service, and health instruction; the training of statistical workers for federal civil service positions; preparation of leaders in recreational activities; the gearing of personnel and guidance work to the defense program; emphasis upon the education for democracy and the improvement of morale, and a recent consideration of immediate economic and social adjustments and post-war problems.

## II. Enrollment Data

### A. Undergraduate Enrollment

The following data show the decreases that have been made in undergraduate enrollment since 1935. Enrollment figures as here used should be interpreted as actual registration at the end of the college year. The enrollment figures in last year's table for October 1940-1941 have been revised to 655 to correspond with other so-called enrollment figures.

<u>Year</u>	<u>Enrollment</u>
1935-1936	822
1936-1937	829
1937-1938	797
1938-1939	755
1939-1940	712
1940-1941	655
1941-1942 Oct.1	652

If all candidates for entrance to the undergraduate division of the college had been admitted, the enrollment for the past few years might have been two or three thousand. The State Department of Education and the college have endeavored to adjust enrollment in various majors to the demands for teachers in the various fields. The following table shows that registrations have decreased in English, foreign languages, mathematics, and social studies. There have been definite increases in business education and irregular increases in science. The following



[illegible]

and the fact that the Government has been unable to secure the necessary funds to carry out its policy of non-interference in the internal affairs of the country. The Government has been unable to secure the necessary funds to carry out its policy of non-interference in the internal affairs of the country.

[illegible]

It is suggested that the following be included in the report of the committee on the subject of the village of ... The committee on the subject of the village of ... The committee on the subject of the village of ...

data show enrollments by majors for the past four years and for October 1st, 1941.

<u>Enrollment by Majors</u>					Oct.1st
<u>Majors</u>	<u>1937-38</u>	<u>1938-39</u>	<u>1939-40</u>	<u>1940-41</u>	<u>1941-42</u>
Business Education		29	51	79	106
English	239	216	179	159	144
Foreign Languages	156	128	126	102	102
Mathematics	129	119	95	91	91
Science	78	79	87	66	70
Social Studies	<u>125</u>	<u>184</u>	<u>174</u>	<u>158</u>	<u>139</u>
Totals	797	755	712	655	652

#### B. Graduate Division

High standards have been applied in admission of students to the graduate division. While the number of matriculants has increased from 25 in 1932 to nearly 500 in 1940-1941, this growth should be considered steady and warrantable. The following table shows the development in enrollment and number of A.M. degrees granted.

<u>Graduate Enrollment</u>		
<u>Year</u>	<u>Number of Matriculants</u>	<u>Number Receiving M.A. degree</u>
1932-33	25	13
1933-34	37	12
1934-35	67	20
1935-36	150	39
1936-37	223	39
1937-38	327	50
1938-39	434	60
1939-40	472	72
1940-41	489	76

The great majority of the candidates for the master's degree at Montclair are teachers or administrators in service. This fact points out a strong inclination toward the master's degree as a minimum requirement for secondary school work.

After granting master's degrees to 76 candidates in June, 1941, the classification of students still matriculated for the Master's degree was as follows:

<u>Department</u>	<u>June 30, 1941</u>
Integration	
Administration and Supervision	98
Personnel and Guidance	38
English	87
Social Studies	93
Mathematics	36
Science	39
Language	22







## C. Totals - Enrollment and Graduates

The total enrollment (registration at close of the year) for the college including regular undergraduates, regular graduate students, summer session, part-time and extension, and the demonstration school for the year 1940-1941 was 2,340. The total for last year was 2,746 and the decrease is accounted for by the following data:

<u>Instructional Division</u>	<u>1939-1940</u>	<u>1940-1941</u>
Regular undergraduate	712	655
Regular graduate	35	17
Summer Session	557	440
Part-time and extension	1258	1040
College High School	<u>184</u>	<u>188</u>
Totals	2746	2340

The above figures include duplicates. The decreases in summer session, part-time and extension, and full-time graduate enrollment have been due largely to a marked change in the employment situation.

The total enrollment of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	<u>1,026</u>
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930 to June 30, 1941 were as follows:

Graduates with A.B. degrees	1,964
Graduates with A.M. degrees	381
Withdrawals	<u>629</u>
Total	2,974

## D. Faculty Preparation

Academic qualifications of full-time faculty over five year period

<u>Degree</u>	<u>Per Cent of Faculty</u>				
	<u>1937-38</u>	<u>1938-39</u>	<u>1939-40</u>	<u>1940-41</u>	<u>1941-42</u>
Doctor's degree or equivalent preparation	41.2%	42.1%	46%	50%	55%
60 semester-hours of graduate study	25.5	25.3	22	24	18
Master's degree or equivalent preparation	26.7	30.3	30	24	25
Bachelor's degree	4.7	0	0	0	0
M.D. degree	1.9	1.7	2	2	2





E. Staff Changes During 1940-1941

1. New Appointments to the Faculty

Booth, Ethel M.	Resident Nurse
Carrothers, Chester	Supervisor of Student Teaching
Clark, Myron H.	Lecturer, Guidance in Industry
Karp, Benjamin	Assistant Instructor in Art
Ogg, Helen Loree	Assistant Professor of English
Sheppard, Horace J.	Instructor in Business Education
Trainor, Joseph C.	Supervisor of Student Teaching
Van Hoy, Helen S.	Instructor in Biology

2. New Student Assistants

Ehrmann, Irene	Student Assistant in Biology
Fantone, Emma	Field Studies Assistant
Ferster, Paul	Student Assistant in Biology
Gallagher, Marie	Student Assistant in Latin
Mallory, Ruth A.	Student Assistant in English
Perkins, Philip	Student Assistant in Biology
Petersen, Arnold	Assistant Instructor in English
Sott, Joseph J.	Student Assistant in Mathematics
Young, Ruth	Student Assistant in Social Studies

3. New Clerical Staff Members

Chinich, Evelyn R.	Clerk-Stenographer
--------------------	--------------------

4. Withdrawals from Faculty

Carrothers, Chester	Supervisor of Student Teaching
Clark, Myron H.	Lecturer, Guidance in Industry
Loucks, Jane W.	Resident Nurse
Pollock, Thomas C.	Professor and Head of English Department
Rucki, Lottie	Student Assistant in Latin
Trainor, Joseph C.	Supervisor of Student Teaching

5. Other Withdrawals

Levat, Edith	Clerk-Stenographer
Wolfarth, Mrs. Grace H.	Dormitory Hostess

III. Recommendations

- A. The necessary preliminary work for the establishment of a major in Spanish including courses in the geography and history of South America and the economic, political and cultural relations of the Americas has been completed. I recommend that a major in this field be officially approved in order that the work may proceed.
- B. The State Board of Examiners has pointed out the need for specially prepared teachers in Speech, and has set up certificate requirements for such teachers. I recommend that the college be authorized to establish a minor of eighteen semester-hours for teachers in this field.



# CHAPTER I. THE FOUNDING OF THE NATION

## SECTION I. THE FOUNDING OF THE NATION

The first step in the founding of the nation was the signing of the Declaration of Independence in 1776. This document declared that the thirteen colonies were no longer part of Great Britain and were now free and independent states. The signing of the Declaration was a bold move, as it meant that the colonies were taking on the responsibility of governing themselves. The document was signed by a group of men known as the Founding Fathers, including John Adams, Thomas Jefferson, and Benjamin Franklin. The Declaration was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards independence.

## SECTION II. THE FOUNDING OF THE NATION

The second step in the founding of the nation was the signing of the Constitution in 1787. This document established the framework for the government of the United States. The Constitution was signed by a group of men known as the Framers, including James Madison, Alexander Hamilton, and John Jay. The Constitution was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards a unified government. The document established the three branches of government: the executive, the legislative, and the judicial. The Constitution was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards a unified government.

## SECTION III. THE FOUNDING OF THE NATION

The third step in the founding of the nation was the signing of the Bill of Rights in 1791. This document established the first ten amendments to the Constitution, which protected the rights of the people. The Bill of Rights was signed by a group of men known as the Framers, including James Madison, Alexander Hamilton, and John Jay. The Bill of Rights was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards a unified government.

## SECTION IV. THE FOUNDING OF THE NATION

The fourth step in the founding of the nation was the signing of the Emancipation Proclamation in 1863. This document declared that all slaves in the United States were now free. The Emancipation Proclamation was signed by President Abraham Lincoln. The Emancipation Proclamation was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards a unified government. The document established the three branches of government: the executive, the legislative, and the judicial. The Emancipation Proclamation was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards a unified government.

## SECTION V. THE FOUNDING OF THE NATION

The fifth step in the founding of the nation was the signing of the Civil Rights Act in 1964. This document established the rights of all citizens, regardless of race or ethnicity. The Civil Rights Act was signed by President Lyndon B. Johnson. The Civil Rights Act was a key moment in the history of the United States, as it marked the beginning of the nation's journey towards a unified government.

## III. CONCLUSION

The founding of the United States was a long and difficult process. It took many years of struggle and sacrifice to create the nation we know today. The Founding Fathers played a key role in the founding of the nation, and their legacy lives on in the Constitution and the Bill of Rights. The United States is a nation of freedom and opportunity, and it is our duty to protect and preserve these values for future generations.

The United States is a nation of freedom and opportunity, and it is our duty to protect and preserve these values for future generations. The United States is a nation of freedom and opportunity, and it is our duty to protect and preserve these values for future generations. The United States is a nation of freedom and opportunity, and it is our duty to protect and preserve these values for future generations.

- C. Courses in the field of recreation and avocational activities have been taught at Montclair since 1927. The college has also established practical working relations with community recreational organizations and camps. I recommend that the college organize its courses and activities into a developmental sequence or curriculum which would prepare recreational leaders for secondary schools, community centers and defense camps.
- D. I recommend that salary increases be granted to staff members, and that the salary schedule be resumed. Increases of less than one per cent have been granted in the past ten years, and these to only a limited number of teachers. Considerable increases have been made to teachers in many public schools and to workers in industry. Increasing living costs and income taxes mean actual decreases after years of service. I sincerely hope that appropriations will be made for salary increments.
- E. The collection of student loans and interest charges presents a considerable problem, and it is recommended that a program for such service be set up. Further, it is recommended that state loans be abolished and scholarships involving student work be substituted.
- F. As a part of the program of education for defense, it is recommended that attention be given to the part which science, mathematics, business education, health, recreation, public speaking, Spanish, and social science may take in the efforts to improve national defense and morale.
- G. It is recommended that the college continue its study of the possibilities of a three-year plan for completing the requirements for an A.B. degree, and the five-year requirement for the preparation of secondary teachers. The latter is recommended for the reasons presented in last year's Annual Report.
- H. It is appropriate and perhaps timely for me to recommend a resumption of our building program at Montclair. If and when the defense situation changes and the state is faced with an unemployment problem, reserve building projects may receive immediate consideration. I should, therefore, place on record the recommendation that the state provide four buildings for the State Teachers College at Montclair. These buildings are listed in the order in which they should be provided.

- 1 - Auditorium and class room building - \$375,000
- 2 - Science and Mathematics Building - \$210,000
- 3 - Physical Education and Health Building - \$200,000
- 4 - Men's Dormitory - \$75,000

It is difficult at this time to estimate the costs of these buildings. Previous estimates are stated above. Statements relative to the building needs at Montclair have been included in the annual reports since 1927.





IV. Statistical Data Which Have Been Carried by the Annual Reports Over  
a Long Period of Years

Summary of Accounts for the year 1940-1941

Expenditures

Current Maintenance

Salaries and Wages . . . . . \$243,228.88

Materials and Supplies . . . . . 21,608.48

Other miscellaneous expense . . . . . 5,204.72

Current repairs . . . . . 11,997.99

Total Current Expense . . . . . 282,040.07

Additions and Improvements . . . . . 773.35

Extension and Part-Time Division . . . . . 39,535.48

Total Expenditure . . . . . \$322,349.38



DISTRIBUTION OF ENROLLMENT  
By Counties  
1940-1941

<u>County</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Atlantic	2	7	9
Bergen	29	55	84
Burlington	1	3	4
Camden	1	8	9
Cape May	0	1	1
Cumberland	0	6	6
Essex	97	152	249
Gloucester	1	1	2
Hudson	21	40	61
Hunterdon	1	2	3
Mercer	1	1	2
Middlesex	5	3	8
Monmouth	6	15	21
Morris	6	26	32
Ocean	2	2	4
Passaic	29	65	94
Salem	0	0	0
Somerset	2	6	8
Sussex	0	6	6
Union	13	36	49
Warren	1	2	3
Out of State	<u>0</u>	<u>0</u>	<u>0</u>
Totals	218	437	655





Analysis of Enrollment by Departments  
1940-1941

<u>Department</u>	<u>Year in College</u>				<u>Total</u>	<u>Sex</u>	
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>		<u>M</u>	<u>F</u>
Business Education	26	21	26	6	79	36	43
English	37	40	36	44	159	23	136
Foreign Languages	29	26	15	32	102	17	85
Mathematics	29	20	23	19	91	42	49
Science	13	19	18	16	66	34	32
Social Studies	37	39	35	47	158	66	92
Totals	171	165	155	164	655	218	437

Distribution of Graduates  
June 13, 1941

For Secondary Teachers		<u>Not Previously Eligible for Certification</u>		<u>Previously Eligible for Certificate</u>		<u>Total</u>	
		<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Administration & Supervision	M.A.			24	2	24	2
Business Education	B.A.	3	3			3	3
English	B.A.	10	37			10	37
	M.A.	1		1	10	2	10
Foreign Languages	B.A.	4	28			4	28
	M.A.				4	0	4
Mathematics	B.A.	10	9			10	9
	M.A.	1		6	3	7	3
Science	B.A.	8	10			8	10
	M.A.			2	3	2	3
Social Studies	B.A.	21	30			21	30
	M.A.	1	1	8	4	9	5
Personnel & Guidance	M.A.			2	3	2	3
Total B.A. and M.A.						102	147
Graduate Curricula - M.A.						46	30

Respectfully submitted,

H. A. Sprague,  
President

Statement of Receipts and Disbursements

Date	Particulars	Receipts				Balance
		To	By	Total	Balance	
1914						
Jan 1	Balance forward					100.00
Jan 15	Received from ...	50.00		50.00		150.00
Feb 1	Received from ...	25.00		25.00		175.00
Feb 15	Received from ...	75.00		75.00		250.00
Mar 1	Received from ...	100.00		100.00		350.00
Mar 15	Received from ...	50.00		50.00		400.00
Apr 1	Received from ...	150.00		150.00		550.00
Apr 15	Received from ...	100.00		100.00		650.00
May 1	Received from ...	200.00		200.00		850.00
May 15	Received from ...	150.00		150.00		1000.00
Jun 1	Received from ...	100.00		100.00		1100.00
Jun 15	Received from ...	50.00		50.00		1150.00
Jul 1	Received from ...	100.00		100.00		1250.00
Jul 15	Received from ...	50.00		50.00		1300.00
Aug 1	Received from ...	100.00		100.00		1400.00
Aug 15	Received from ...	50.00		50.00		1450.00
Sep 1	Received from ...	100.00		100.00		1550.00
Sep 15	Received from ...	50.00		50.00		1600.00
Oct 1	Received from ...	100.00		100.00		1700.00
Oct 15	Received from ...	50.00		50.00		1750.00
Nov 1	Received from ...	100.00		100.00		1850.00
Nov 15	Received from ...	50.00		50.00		1900.00
Dec 1	Received from ...	100.00		100.00		2000.00
Dec 15	Received from ...	50.00		50.00		2050.00
Total		2000.00		2000.00		2050.00

Statement of Disbursements

Date	Particulars	Disbursements				Balance
		To	By	Total	Balance	
1914						
Jan 1	Balance forward					100.00
Jan 15	Disbursed to ...	50.00		50.00		50.00
Feb 1	Disbursed to ...	25.00		25.00		25.00
Feb 15	Disbursed to ...	75.00		75.00		0.00
Mar 1	Disbursed to ...	100.00		100.00		0.00
Mar 15	Disbursed to ...	50.00		50.00		0.00
Apr 1	Disbursed to ...	150.00		150.00		0.00
Apr 15	Disbursed to ...	100.00		100.00		0.00
May 1	Disbursed to ...	200.00		200.00		0.00
May 15	Disbursed to ...	150.00		150.00		0.00
Jun 1	Disbursed to ...	100.00		100.00		0.00
Jun 15	Disbursed to ...	50.00		50.00		0.00
Jul 1	Disbursed to ...	100.00		100.00		0.00
Jul 15	Disbursed to ...	50.00		50.00		0.00
Aug 1	Disbursed to ...	100.00		100.00		0.00
Aug 15	Disbursed to ...	50.00		50.00		0.00
Sep 1	Disbursed to ...	100.00		100.00		0.00
Sep 15	Disbursed to ...	50.00		50.00		0.00
Oct 1	Disbursed to ...	100.00		100.00		0.00
Oct 15	Disbursed to ...	50.00		50.00		0.00
Nov 1	Disbursed to ...	100.00		100.00		0.00
Nov 15	Disbursed to ...	50.00		50.00		0.00
Dec 1	Disbursed to ...	100.00		100.00		0.00
Dec 15	Disbursed to ...	50.00		50.00		0.00
Total		2000.00		2000.00		0.00



June 12, 1941

To President Sprague:

## Report of the Dean of Instruction, 1940-1941

The following report for the academic year of 1940-1941 is made with the knowledge that you are already aware of the facts given and perhaps in most instances could add much pertinent data to that given here.

From all points of view, this has been an outstanding year for us. One of the outstanding milestones of the year was the accreditation by the Association of American Universities. Since we are already accredited by the American Association of Teachers Colleges and the Middle States Association of Colleges and Secondary Schools, there is but one other in which accreditation is much to be desired - the American Association of University Women.

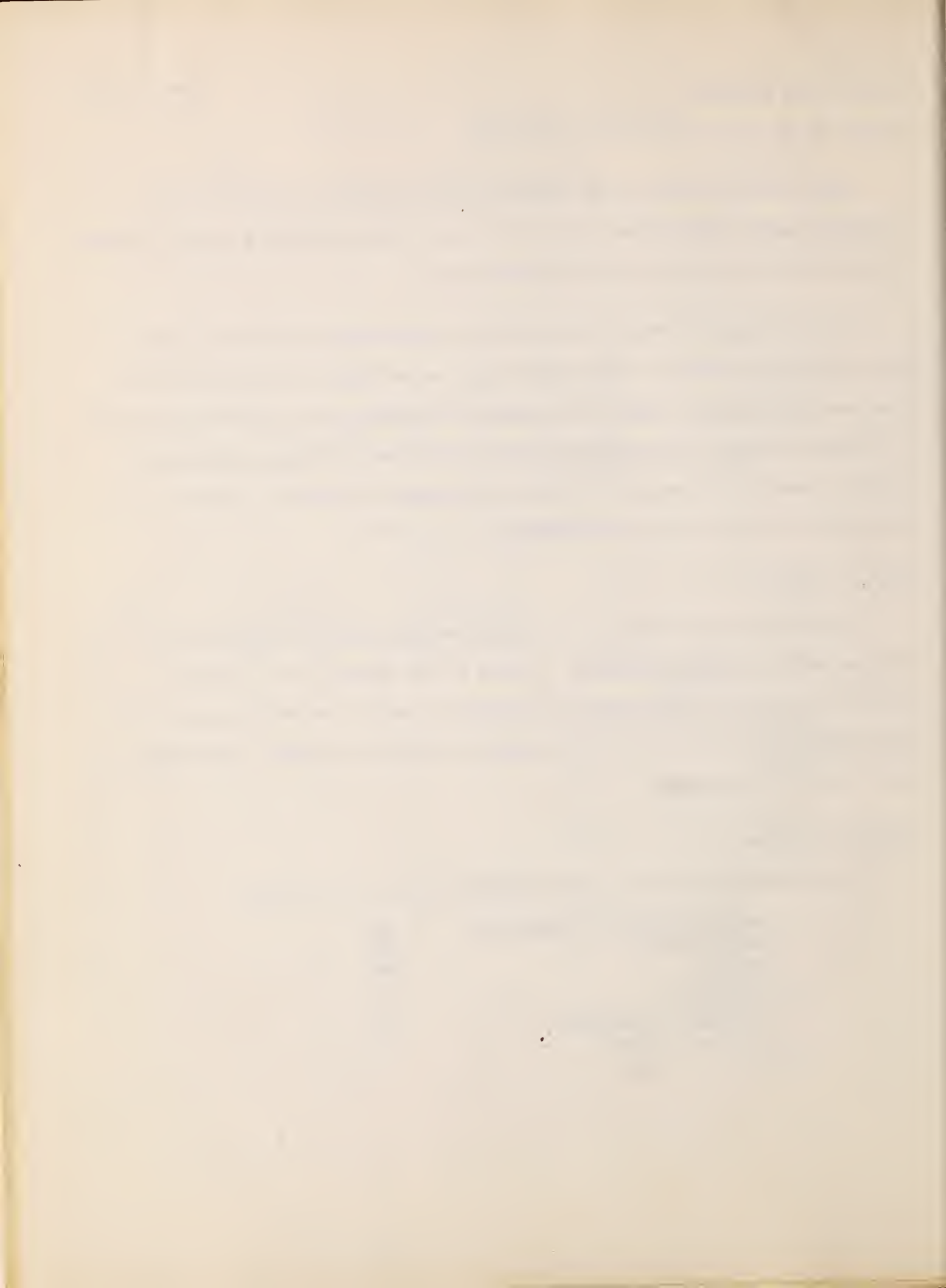
## THE NEW LIBRARY

The use of the new library this year has well justified the sacrifice the College made in making it possible. A visit to the library at any time on a school day will show large numbers of students at work in the reading room. The study facilities of the room are far superior to those of the old. The library is a credit to the college.

## GRADUATE DIVISION

At present the enrollment in the Graduate Division is as follows:

Administration and Supervision	125
Social Studies	106
English	99
Mathematics	46
Science	44
Personnel and Guidance	42
Foreign Language	26



After graduation last year we had a list of 425 matriculants. This year we will have approximately 409. This is the first year in which there has been a decrease in the graduate enrollment. As is to be expected, this decrease is also found in extension and summer term enrollment. In 1939 there were 601 students enrolled in the summer term; in 1940 this number dropped to 503. The corresponding numbers in the extension division (two semesters) were 1251 in the year 1939 and 1040 in 1940. It now seems, that under existing conditions, we have passed the peak in numbers in our extension work, summer school and graduate divisions. Should the state demand a master's degree for secondary certification, there would probably be an upward trend in enrollment in these three fields.

#### ASSEMBLY PROGRAMS

The fact that the College has no assembly hall imposes makeshift plans for meetings of the student body. On clear days in early autumn and late spring, we make use of our open air amphitheatre for college assemblies. During the winter months such programs are held in the high school auditorium which seats but 156 students. The rest of the student body assembles in some of our larger classrooms and hears the program by means of an amplifying system. This plan is better than no assemblies at all, but it is far from satisfactory.

#### NEW BUILDINGS

Perhaps it is a waste of time and ink to mention our need of new buildings, but it helps a little to dream dreams. We are sadly in need of three; an auditorium, a science hall, and a gymnasium so constructed as to care for both men and women students.





## THE FIVE-YEAR PLAN

Two meetings of the entire staff and one of the College Council have been devoted to a consideration of the problems confronting us should we have a five-year curriculum. It seems that the first two years of such a program here might have to be a compromise between a regular junior college and a purely professional school, such as ours is now. In our present organization a student majoring in a department has the following minimal amounts of work in the five years leading to the Master of Arts degree: 8-8-8-9-16. This makes a total of 49 semester-hours of work, not counting the departmental background courses required of all students. So if, in the five-year plan, all specialization be postponed to the end of the junior college years, one-half the student's time would be needed for the next three years to approximate the degree of specialization we now have. In some departments this doubling of the work could be met without much difficulty, but not so in the departments having sequential courses such as foreign language and mathematics. In our college, then, it might be well for us to expect a junior college student to elect a four-point course each semester for the first two years in the department in which he thinks he may later specialize. This plan would leave 48 semester-hours in those two years to be devoted to background and free elective work.

There are many other problems confronting us in the five-year plan, a few of which are:

Shall we have three graduation groups - junior college, senior college and graduate?

Will the master's degree be granted at the end of the fifth year? If so, shall the B. A. degree be granted with it?

Will an academic B. A. degree without certification be granted at the end of the fourth year to those whom we deem, at that time, should never become teachers?





What will be the basis of selection for the upper three years? For the junior college? Shall we accept all who apply for admission to the latter?

Will supervised teaching be done in the fourth or fifth year? If in the fifth year, shall we grant graduate credit for it to liberal arts graduates working with us for the master's degree?

Shall we require integration courses in excess of the 18 semester-hours now required for certification?

Will the plan ultimately result in the abandonment of our extension and part-time courses and our summer session?

Will there be any professional courses in the junior college?

Will honors be granted at the end of the fourth year or fifth year, or both?

Will the standards for retention be higher in the senior college than those in the junior college?

#### BUSINESS EDUCATION

There has been a great increase in the number of students interested in minoring in social business and accounting. There has been an insistent and growing demand by students that we add typing and stenography to our offering. Should the State Board see fit to grant such requests, and if we could house the venture, this department could easily become one of our largest.

The department has added one new course during the year; BUSINESS EDUCATION 412, Business Management.

#### ENGLISH DEPARTMENT

The College is unfortunate in losing the services of Dr. Pollock, head of the department since 1938.

The department is planning a new minor in speech, for which a detailed plan is soon to be submitted.

If instead of the 4 semester-hours now given the Junior majors, the department again be allotted 8 hours of work, it is planned to add a 4-point course in American Literature.

One new course has been offered; ENGLISH 447, Introduction to Philosophy. This course is hardly an English department course, but is credited to the department because an English instructor is teaching it.



## GEOGRAPHY DEPARTMENT

If the background work in science is so revised that the present SCIENCE 100C, Survey of Science - The Earth Sciences, is no longer assigned to the Geography department, Dr. Milstead's teaching load will be reduced by 10 semester-hours for the year. This will give him opportunity to offer some elective work in the geography of South America, geology, and field physiography. The department has added two new courses during the year; GEOGRAPHY 413, Economic Geography of South America, and GEOGRAPHY 416, Conservation of Natural Resources.

Should we adopt the 5-year plan, the present physiography course could be required but not necessarily as a part of the six hours in science.

## INTEGRATION DEPARTMENT

This department faces a very uneven teaching load. In the spring semester, because of the supervision of student teaching, extra help has to be secured. In the fall term there are not enough courses in the department to furnish normal teaching schedules. Perhaps a survey of the preparation of these instructors would reveal possibilities of their aiding in other departments during the fall semester.

It has been proposed by the department that a new field in graduate work in "Health and Recreation" be offered. At present Dr. Partridge and Coach Pittser are at work on a similar undergraduate minor. Perhaps the undergraduate minor will more efficiently meet the needs in this field than would a graduate major.

In order that the seniors may have a full six weeks of academic work after their return from supervised teaching, it has been requested that the spring semester begin a week sooner than usual.

The department has added one new course during the year; INTEGRATION 535, Vocational Guidance.

## LANGUAGE DEPARTMENT

The war in Europe has practically eliminated our graduate work in German and











study of Spanish would constitute excellent training for a secondary teacher of Spanish and the Americas. The following allotment of work is offered merely as a suggestion.

Spanish and the Americas

Freshman Year			
<u>Fall</u>			<u>Spring</u>
The Americas	4		The Americas 4
Sophomore Year			
Spanish	4		Spanish 4
Junior Year			
The Americas	4		The Americas 4
Spanish	4		Spanish 4
Senior Year			
Tchg. Spanish	3		The Americas 2
Spanish	4		Spanish 2

This would total:-

Courses in English pertaining to the Americas	- 18
Courses in Spanish	<u>22</u>
Total	40

As soon as the demand for Spanish is sufficient, perhaps it would be well to have a full thirty hours in that language and at least eighteen hours in the Americas as above.

The last few years have seen a gradual decline in German from a major to a minor subject and then its entire disappearance from our curriculum. Last year two freshman candidates specified German as a minor. This year there was no request for it at all.

The major in General Language, planned a few years ago, has never been requested by students. Perhaps it should no longer be listed.



## MATHEMATICS DEPARTMENT

MATHEMATICS 400, Educational Statistics, presents the most hazardous hurdle of all our required background courses. More students fail this course than any other in the whole curriculum. Some of this difficulty is perhaps due to a mind set of our seniors. They look forward with fear and apprehension to the course and results are described. Instructors teaching the course have made effort to dispel this attitude and to make the course largely one of interpretation rather than of computation, but the difficulty still remains. This year six of our seniors failed the course.

The department offered one new course this year; MATHEMATICS 524, Statistical Inference and Sampling Theory.

## SCIENCE DEPARTMENT

The addition of an instructor, Dr. Van Hoy, this year has made it possible to offer some much needed elective work and to permit Dr. Hadley to take a class in the demonstration high school, a desire he has had for several years.

The department is considering a drastic revision of the six semester-hours of required work. It is now divided into three two-hour courses, one each in earth science, physical science and biological science. The proposal, slightly edited, to be presented to the College Council later is as follows:

### A Proposal to Change the Background Courses in Science

A study of the combinations of science subjects brought to this institution by freshman students shows that it is quite impossible to establish any single science course that will adequately meet the variety of individual differences presented by these students. In order to adjust the required science work to the individual differences, we make the following suggestions.





1. We propose that all science majors should substitute for the six hours of required science a course carrying six to eight credits of mathematics of the type now given in the course on Mathematical Analysis.
2. We propose to waive the six hours of required science for all students who minor in any branch of science. These students could take a science course which would be different from the regular course, or use the six points for elective work in fields outside of science.
3. We admit every year a small number of students of outstanding ability in the field of science. Among these students are some who are not majoring in the science department. In order that these students may not be repeating some of the work done in high school science courses, we propose that an optional examination be offered early in September after the freshman class has been admitted. Students who make satisfactory records would have the science requirement waived.
4. For all other students in the freshman class we would operate a year's course in general biology, 6 semester-hours; a year's course in general chemistry, 6 semester-hours; a year's course in general physics, 6 semester-hours. These courses would be designed especially for the lay students and would consist of extensive demonstrations supplemented by readings in popular works dealing with the outstanding recent achievements, history, biography, with a considerable emphasis on the social and economic consequences of discoveries in various branches of science. Students would be placed in the appropriate course as a result of individual conferences.

These proposals have a significant bearing on all our required background courses, and should receive very careful consideration before final action is taken.





## SOCIAL STUDIES DEPARTMENT

Last summer Dr. Snyder made an extended visit to South American countries. This trip has resulted in greatly increasing his interest in things Pan-American, in addresses and in the organization of high school and college courses. The college course added is SOCIAL STUDIES 440, The Development of South and Central America. Perhaps in the near future we will need courses more definitely concerned with individual South American countries.

It is planned this coming year to allot to Social Studies majors eight semester-hours of work in the Junior year, four hours of economics and four in Field Studies: The Metropolitan Community. A few years ago the majors in Social Studies and English were required to do but four semester-hours in their respective departments with the hope that by election of courses in other departments they would widen their fields of certification. It was found, however, that they did not avail themselves of this opportunity, but elected further work in the department. Last semester there was but one student in the two departments who did not elect further work in his major.

The adding of the Field Course in the spring semester will greatly alter the departmental teaching load, since it will perhaps take four hours of Professor Bye's time and two hours of that of Professor Rellahan.

Respectfully submitted,

*Chas. W. Finley*

Dean of Instruction



## SURVEY OF BUSINESS OFFICE OPERATIONS - SCHOOL YEAR 1940 - 41

### I. Trends and Developments.

To outline the trends and developments in the Business Office, it will be helpful to enumerate the major causes for its expansion. The changes listed below have resulted in an increase in the responsibilities and volume of work carried on.

The various state departments governing finances have been increased due to the division of this work between the following departments: Budget, Finance, Comptrollers, Treasurer and State Auditor. Each of these departments has set up requirements in the form of reports and statistical data. The other state departments have also increased their requirements, due to the changes in the state financial control.

The accounting methods have been improved by the State Comptroller Department to handle an increased volume of work under a standard system of control. Due to the Income Tax Law, it has been necessary to establish an account for each employee and faculty member so that all payments for services may be reported as one amount. An accounting system for the state appropriations with a yearly audit has improved our control over them. A double entry system of accounting for all student fees has increased the volume of entries with a corresponding increase in control. We have also installed a coordinated system of accounting for all Student Government Association activities and other miscellaneous school activities.

Additional services rendered to other departments have greatly increased the number of accounts carried for miscellaneous activities. Typical examples of new fees established during the past two years are laboratory and breakage, aviation, charges for private telephone calls by faculty members, rental caps and gowns, transcripts, medical examinations, choir travel expenses, remedial reading and faculty dues in educational associations. The clerical work necessary in the administration of the N. Y. A. program has also increased during the past year.

Another factor in the development of the Business Office's work has been the increased use of deferred and monthly payments for tuition, extension, dormitory and loans. An analysis of the entries necessary for two payments of tuition per year as compared to monthly payments will illustrate this. In the case of two payments per year, ten entries per student are necessary, while with monthly payments, forty-five entries for each student are necessary with additional statements to show the condition of each account at various times.

The outstanding loans in June, 1938 amounted to \$11,447.90 while in June, 1941 they amount to \$26,187.80. Twice a year, in August and February, interest is computed on all outstanding loans and notices sent to each student and parent. In addition to the above notices, numerous letters are written to students and parents to make collections, answer questions concerning loans and to forward applications.





The growth of the volume of detail merely reflects the growth of the activities of the school. Since the function of the Business Office is to render services to other departments, at times the volume of work increases beyond the capacity of the office to complete it. At such times, work of major importance is completed first and other work is held over. This also results in a great deal of overtime work throughout the year. The centralization of business activities, however, reduces the unit cost for work performed, and also gives a better financial control.

In carrying on the business of the school the following operations are necessary: purchase and requisition of materials, inventory control, collection and custody of funds, accounting and preparation of financial reports, checking of all invoices and payroll for payment, operation of budgets for state appropriations and student government association, conducting school business with all state departments, and supervision of finances of miscellaneous activities.





## II. Statistical and Financial Reports.

Due to the fact that the bills and all the bank statements have not been received for June, the financial and statistical reports will be submitted at a later date. In the past the Appropriations Report, including tuition receipts and fees has been the only one on a yearly basis. For the fiscal year 1940-41 yearly reports will be submitted to be included as part of this report. These will include Student Government Association and affiliated activities, and the various trust and scholarship funds.

By comparing reports on a yearly basis rather than a monthly basis, a better comparison can be drawn as to the trends in the various departments of the college. By including yearly reports of the trust funds controlled outside the Business Office, a complete record of the growth and changes in the financial control of the school will be built up.



### III. Staff and Changes.

For a period of three years there have been no changes in the full time personnel of the Business Office. This proved to be a big advantage, as each one could become thoroughly familiar with <sup>his</sup> ~~their~~ work. Due to the wide differences between the State procedure and methods used in business, it takes some time to learn the State methods. Also, the fact that the college is divided into a large number of separate divisions, each operating on a different basis, makes it difficult to learn all phases of the work quickly.

A brief outline of the duties and responsibilities of each member of the office staff is given below.

MRS. M. C. QUACKENBUSH acts as Accountant and is responsible for keeping all records, with some exceptions. The bookkeeping involves the entries for the state appropriations and a general ledger control on all other accounts. With the exception of registration days, Mrs. Quackenbush collects all fees and types up the daily deposit slips. Her work also includes rendering of all financial reports for the State departments and the various units of the school. In addition, she assists in typing and other miscellaneous work. The N. Y. A. students working on accounts receivable and the N. Y. A. payrolls are also supervised by her.

MR. HENRY STEINER assists in many phases of the Business Office work. Actually, his responsibilities have increased beyond his original title of Storekeeper. The major part of his work could be analyzed into the following classes: control of all requisitions for supplies and checking the receipt of materials, maintenance of perpetual inventory records and stocks on hand in the storeroom, checking all purchase vouchers for payment, entering purchase orders in appropriation books, making daily deposits, acting as cashier and bookkeeper in the college cafeteria, assisting at registration in collection of fees, and many other miscellaneous tasks, such as direct purchases, obtaining quotations, checking on office equipment, choir robes, graduation gowns, etc.

MISS JULIE RUDICH acts as manager of the College Supply Store. During the past year the store has been placed under the financial administration of the Student Government Association. By cooperating with the students, Miss Rudich has taken over some of the projects formerly carried on by the different classes. An example of this was the sale of the Junior class rings. Another experiment in which Miss Rudich cooperated with the Sophomore Scholarship students was the operation of a used book exchange. From the standpoint of the store, the operation of the exchange resulted in a loss. Miss Rudich is responsible for the purchase of all store merchandise, supervision of student assistants, sorting and distribution of mail, checking receipt of all materials, keeping store books, taking monthly inventories, making financial statements and daily deposit slips.





The duties of BUSINESS MANAGER include the general supervision of all work in the Business Office. One of the chief responsibilities is the administration of finances. This includes assembling the figures for the State Budget, setting up the work programs and other procedures required by the State departments, and supervision of the accounting and collection of fees. The Business Manager is also responsible for the custody and disbursement of all funds and the supervision of all funds under the Student Government Association. During the past year, a marked improvement has been made in the organization and methods of controlling Student Government funds and other trust funds. Another phase of the work of Business Manager is the handling of all correspondence concerning school business with the State departments. Other duties of the Business Manager include compiling of statistical reports and reports recommending changes and improvements in the present methods and procedure.

The student assistants working in the Office under the N. Y. A. program are selected from the students majoring in Business Education. The students who have had one or two years office practice with a course in accounting have given excellent service on our student fee accounts. These students are supervised by Mrs. Quackerbush, and are usually started on the N. Y. A. payrolls and entering cash receipts. After they have taken accounting, they are able to make up trial balances, post to student ledger accounts and compute interest on notes.

The only difficulty with the use of student assistance is in the location of errors which may develop in taking trial balances. As the students' time is taken up with the daily posting of records, there is no time available for them to trace errors. In such cases, Mrs. Quackenbush has corrected their work, which is usually done on her overtime.

Below is a brief account of the students who worked in the Business Office during the school year 1940-41.

Pearl Laefsky acted as substitute at the switchboard and assisted with filing. She worked  $28\frac{1}{2}$  hours per month and received \$10.00 per month.

Joe Cicchino and Philip Egeth were in charge of the N. Y. A. payrolls. They each received \$10.00 per month and worked  $28\frac{1}{2}$  hours each per month.

William Cozine works on the student ledger accounts and posts the note records and computes interest. In addition, he has posted the extension records. He is assisted in this work by Virginia Morris. Each student receives the N. Y. A. allotment of  $28\frac{1}{2}$  hours per month and an additional \$15.00 per semester for posting extension records.





Rita Judge was recently appointed as student assistant. Her duties consist of posting the cash book and entering bank deposits daily. She also receives \$10.00 per month for  $28\frac{1}{2}$  hours work.

Thelma Shauger worked for the period from September 12, 1940 through February 1, 1941. During this period she worked  $28\frac{1}{2}$  hours for a total of \$10.00. All her time during this period was spent on a report covering the analysis of loans, payments and interest from the time the loan system was started. The regular student force of six would work a total of 171 hours per month, as compared with the time of a full time employee, about 166 hours in four and one-third weeks. In addition to their regular work, all students are trained to operate the switch board. During the past two months their assistance has been very helpful.



#### IV. Recommendations for Changes.

Some of the suggestions offered below have been made at various times during the past two years. The beginning of the school year appears to be a very good time to reconsider some of these questions.

The big increase in the amount of outstanding loans since 1938 appears to be one of the most important trends to be corrected. Before a real program of collection is started, we should have considerable additional information about the students holding loans. The following information would be helpful: whether the student is a graduate or undergraduate; position held as to teaching, private industry or unemployed. Another fact of importance is the age of each loan. The Statute of Limitations takes effect in six years, and all loans should be collected before the time limit has expired.

This information regarding positions held might be obtained from the files of the Integration Department. Before such a study is made a campaign by letters might be made. At the present time, each student receives two notices each year showing the amount of loan and interest due. The initial letter might be sent from the Business Office, followed by a second letter from the office of the President to those who make no reply. Students who refuse to reply to any letters might be traced for loss of address.

The study of loans made for Dr. Morrison could not be used for this purpose, as it dealt with the payments on each loan rather than with the student owing the tuition loan. From the standpoint of the school, the collection of these loans involves considerable time and expense, while all amounts collected must be turned in to the State Treasury. With so many of our students obtaining summer work and part time work during the school year, we might reduce the amount of loans granted and use deferred payments which would be paid up by the end of the school year.

Another phase of accounting which we should improve would be the reclassification of all funds as to State appropriations, Student Government Association funds and trust funds. The entire procedure for State funds is determined by the State Comptroller Department. Further efforts should be made to see that all divisions of the Student Government Association are controlled by the financial by-laws of the organization. The Special Service Fee Account should have a committee set up in accordance with the financial by-laws. It might be helpful to have all of the loan funds administered under the same procedure. At the present time the Student Exchange Fund has not been incorporated, and there is no procedure set up for the John C. Stone Fund.

When the detailed audit of our accounts is made, it will be helpful to have a procedure set up to show methods of granting loans or scholarships and information as to the trustees responsible for their administration. A secretary's book should also be on record showing the minutes of annual meetings, members attending and other necessary information regarding the trust funds.





The representative from the Comptroller's Department, during a recent visit mentioned the outstanding accounts receivable in the Extension and Summer School. At the present time the amount of our accounts receivable in Extension is about \$325. This represents accounts which are long past due. Each year letters are written to each of these students in an effort to collect them. All Extension and Summer School accounts should be paid in full by the end of the period in which they were incurred. The other State schools mark all courses no-credit at the end of the session if the tuition is not paid. In this was all accounts receivable are written off in a definite manner at the end of summer session and each semester of Extension. The writing off of uncollectable accounts receivable is another question which will probably be raised in the State audit of our accounts, and a definite procedure should be established.

In making the budget, it would be helpful if each of the department heads would place on file a list of equipment needed for new classes and expansions of the program. These would be revised from time to time as the orders are placed on State requisitions. This should be accompanied by quotations in order to prove of value.

No action has as yet been taken regarding the money collected at the loan desk of the Library for fines and lost books. Miss Cridlebaugh states that there would not be time enough to make a receipt for each fine when the books are returned in the morning. Each fine amounts to only a few cents. The charges for lost books would be collected in the Business Office and a receipt given. A list of the fines with the numbers of each student paying them could be turned in at the end of the day by Miss Cridlebaugh and a receipt given for the total. These amounts could be placed in the Exchange Fund and used for library expense.

The question of the book fines and the Exchange Account raises the issue as to whether the Exchange Account should be retained. This account was developed to cover definite services rendered to the students and faculty. The account cannot be closed without some method of taking care of these services. For example, we collect from the faculty and M. A. candidates for the rental of caps and gowns and deposit the money in the Exchange Account. The amount received for State certificates and receipts from special luncheons are placed in the Exchange Account. Without this we would be unable to order food needed for the special dinners and luncheons given throughout the year. There are a number of items of a similar nature, and the account should be analyzed so that it may be corrected before September if necessary.

In the section of this report on Trends, the growth in the amount of detailed accounting was briefly sketched. At the present time we operate about 3,000 student accounts during the school year. If a junior college should be added or the enrollment increased, consideration should be given to the purchase of a bookkeeping machine. This would permit a better follow-up on collections.





The card system in the Dormitory Offices should be revised so that a permanent record is kept of all students leaving the dormitory. The cards used at present are of no value as permanent records. The dormitory records are the only ones in which the Business Office does not have a check on the assignments. This recommendation for a better method of internal audit in the dormitory was made by the representative of the Finance Department.

Another matter which may be carried on partially at the present time by the Alumni Association would be a yearly letter to all graduates for donations to the various loan and scholarship funds which now exist. No amounts have been received in these accounts the past two years. Several of the loans are for a specialized purpose, and the addresses of these students could not readily be found in our alumni files for a special letter. It might be helpful to write a letter to each graduate outlining the purpose of each fund, so that each student could make a donation to any fund which he desired to help. We have the following funds which could be included:

- John C. Stone Scholarship Fund
- Student Exchange Fund
- Field Studies Fund
- Margaret Holz Foundation
- Dr. C. O. S. Howe Scholarship Fund
- Chapin Memorial Fund

The above suggestions have been made as a program to be worked out during the coming school year.

*Respectfully Submitted,  
Donald A. Stewart*



40

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

July 7, 1941

Dr. Harry A. Sprague  
State Teachers College  
Montclair, New Jersey

My dear Dr. Sprague:

Attached herewith you will find the tables of statistics which constitute the report of the Office of the Registrar for the academic year, 1940-1941.

Beginning with September, 1940, and with the Freshman Class of this year we have changed the form and content of the permanent record card, so that the titles as well as the catalogue numbers of all courses will appear on the students' individual record cards. This is in accord with a trend in this direction that is being observed by many colleges. It will enable us to furnish information readily in the future to employing boards and to universities in which our graduates may be doing further study. Also for the better preparation of copies of these permanent records the College has purchased a Photostat Junior machine from the Photostat Company and transcripts are now being made by this process. This has enabled the Placement Office to have accurate copies of the records of graduates within easy access for their frequent use.

During this academic year Miss Helen E. Ware has been absent on sick leave since December first. Her work has been efficiently carried on by Mrs. Mary Dee Greene, who has had a substitute appointment since January 7, 1941. It is a pleasure to record the efficient and cheerful service of Elizabeth Hughes, a freshman student, for several hours each week, under the N. Y. A. grant.

For the future, it may be that this is the appropriate place to record certain needs that are the outgrowth of the changes mentioned in our record cards. We shall need a new filing cabinet for the enlarged card in the near future, since the proportions of the present files make it impossible to include the new with the old cards, as they become inactive. Some readjustments will be necessary that should, perhaps, be taken into consideration in the next budget.

Respectfully submitted

*Charlotte G. Marshall*  
Registrar





41

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Report on Enrollment  
1940-1941

	<u>First Semester</u>			<u>Second Semester</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
First Year	52	126	178	51	120	171
Second Year	53	113	166	53	112	165
Third Year	66	94	160	61	94	155
Fourth Year	52	111	163	53	111	164
<u>Totals</u>	223	444	667	218	437	655

*Charlotte G. Marshall*  
Registrar



42

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Analysis of Enrollment by Departments  
1940-1941

<u>First Semester</u>	<u>1st</u>	<u>Year in College</u>				<u>Sex</u>	
		<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>Total</u>	<u>M</u>	<u>F</u>
Business Education	27	21	27	6	81	37	44
English	36	37	39	44	156	25	131
Foreign Languages	31	26	16	32	105	15	90
Mathematics	29	20	23	18	90	41	49
Science	16	22	19	16	73	37	36
Social Studies	39	40	36	47	162	68	94
<u>Totals</u>	178	166	160	163	667	223	444

Second Semester

Business Education	26	21	26	6	79	36	43
English	37	40	38	44	159	23	136
Foreign Languages	29	26	15	32	102	17	85
Mathematics	29	20	23	19	91	42	49
Science	13	19	18	16	66	34	32
Social Studies	37	39	35	47	158	66	92
<u>Totals</u>	171	165	155	164	655	218	437

*Charlotte G. Marshall*  
Registrar



THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO					THE UNIVERSITY OF CHICAGO	
1900	1901	1902	1903	1904	1905	1906
1907	1908	1909	1910	1911	1912	1913
1914	1915	1916	1917	1918	1919	1920
1921	1922	1923	1924	1925	1926	1927
1928	1929	1930	1931	1932	1933	1934
1935	1936	1937	1938	1939	1940	1941
1942	1943	1944	1945	1946	1947	1948
1949	1950	1951	1952	1953	1954	1955
1956	1957	1958	1959	1960	1961	1962
1963	1964	1965	1966	1967	1968	1969
1970	1971	1972	1973	1974	1975	1976
1977	1978	1979	1980	1981	1982	1983
1984	1985	1986	1987	1988	1989	1990
1991	1992	1993	1994	1995	1996	1997
1998	1999	2000	2001	2002	2003	2004
2005	2006	2007	2008	2009	2010	2011
2012	2013	2014	2015	2016	2017	2018
2019	2020	2021	2022	2023	2024	2025

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Distribution of Enrollment by Counties  
1940-1941

<u>Counties</u>	<u>First Semester</u>			<u>Second Semester</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Atlantic	2	7	9	2	7	9
Bergen	29	56	85	29	55	84
Burlington	1	3	4	1	3	4
Camden	1	8	9	1	8	9
Cape May	0	1	1	0	1	1
Cumberland	0	6	6	0	6	6
Essex	100	156	256	97	152	249
Gloucester	1	1	2	1	1	2
Hudson	21	40	61	21	40	61
Hunterdon	1	2	3	1	2	3
Mercer	1	1	2	1	1	2
Middlesex	5	3	8	5	3	8
Monmouth	6	16	22	6	15	21
Morris	7	26	33	6	26	32
Ocean	2	2	4	2	2	4
Passaic	30	66	96	29	65	94
Salem	0	0	0	0	0	0
Somerset	2	6	8	2	6	8
Sussex	0	6	6	0	6	6
Union	13	36	49	13	36	49
Warren	1	2	3	1	2	3
Out of State	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Totals</u>	223	444	667	218	437	655

*Charlotte G. Marshall*  
Registrar



44  
NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Analysis by Departments of those receiving  
Degrees in June, 1941

<u>Departments</u>	<u>Bachelor of Arts</u>			<u>Master of Arts</u>		
	Men	Women	Total	Men	Women	Total
Business Educ.	3	3	6			
English	10	37	47	2	10	12
French	1	12	13	0	2	2
German	1	5	6	0	1	1
Latin	1	11	12	0	0	0
Spanish	1	0	1	0	1	1
Mathematics	10	9	19	7	3	10
Science	8	10	18	2	3	5
Social Studies	21	30	51	9	5	14
Totals	56	117	173			
Administration and Supervision				24	2	26
Personnel and Guidance				2	3	5
Totals				46	30	76

*Charlotte G. Marshall*  
Registrar





REPORT ON THE WORK OF THE SUMMER, PART-TIME, AND EXTENSION DIVISIONS FOR  
THE SUMMER OF 1940, AND THE ACADEMIC YEAR 1940 - 1941

Developments and Trends

All during the depression years, many men and women came to this college to seek information concerning teaching in the high schools of New Jersey, because, as they frankly admitted, they had been unable to secure positions in their own respective fields. Many of these men and women have obtained New Jersey teaching certificates and some of them the A.M. degree through work done in the summer, part-time, and extension divisions of this college.

During the year that has passed, however, there has been a decided decrease in the number of men graduates of technical colleges who have come to this office to inquire about courses leading to the teacher's certificate. With the increase in the demand for graduates of technical courses in the defense program, this number will no doubt disappear entirely. There will no doubt also be a decrease in the number of young men graduates of liberal arts colleges coming to take these certificate courses. Instead, they will be drawn into military service or into business. Many young women who might have gone into the field of teaching upon obtaining their bachelor's degrees at other colleges will now enter nursing schools or will step into positions being left vacant by men taken in the draft.

For these reasons, we cannot expect the number of students taking work in the summer, part-time, and extension divisions to increase until the present state of affairs has changed. We still have, however, one hundred and twelve students matriculated through these divisions for the A.B. degree, and three hundred ninety-nine students matriculated for the A.M. degree. For the most part, these men and women are above draft age and they will probably continue to take work toward the completion of the requirements for their degrees. Moreover, there are students who come to us every summer who are matriculated at other colleges, but their homes are in or near Montclair and in the summer they want to take courses for credits to be transferred to their own colleges. Many of our own resident students take work in summer to enrich their offerings for positions when they are graduated and it is possible some others will take work in order to finish in a shorter time; four summer sessions being equivalent to one academic year. During summer, fall, and spring, there are always a few mature men and women who attend our classes who are not particularly interested in college credit. The fine reputation for scholarship of the professors at Montclair attracts them. Finally, many municipalities are again offering salary increments for courses taken, which always tends to draw back into college those mature teachers who have gotten a bit rusty and who want to polish up on the latest findings in their fields.

It would seem, therefore, that in spite of the probably decreases mentioned, we shall continue to have an attendance of between 450 and 500 students in the summer, fall, and spring, unless some great and at present unforeseen catastrophe should visit this country.

The nature of the courses for which there is demand depends upon three factors: first, the requirements for the two degrees offered by this college, especially those for the master's degree; second, the requirements for the secondary teacher's certificate; and, third, the subjects of current popular interest. The first two factors operate constantly, and, so long as the requirements remain unchanged, the courses to meet them can be offered again and again with an expectation of a fair attendance. At the present time, the third factor is much in evidence. Courses in the Spanish language, from beginner's to advanced stages; courses in the geography, economics, history, and culture of Latin-America and of Canada; courses in the relation of the United States to Latin-America; courses in the European outlook; and courses in current affairs at home and abroad have received quick and eager acceptance. The course in vocational guidance, offered this spring for the first time, was very well attended, showing that those charged with the guidance of youth are eager to help





(2)

them to adjust to the changing occupational situation.

<u>Statistical Data</u>	<u>Summer 1940</u>	<u>Fall 1940</u>	<u>Spring 1941</u>
Students in Attendance, by Sex			
Men----	194	200	226
Women----	<u>309</u>	<u>323</u>	<u>291</u>
Total---	503	523	517
Students in Attendance, by Academic Status			
Undergraduates--	177	148	133
Graduates-----	<u>326</u>	<u>375</u>	<u>384</u>
Total	503	523	517
Total Number of Registrations-----	1185	770	764
Total Number Courses Given-----	90	45	46
Average number in each course-----	13.1	17	16.6
Average number courses per student	2.3	1.5	1.5
Students matriculated at MONTCLAIR enrolled for courses-----			
for A.B. degree	74	46	41
for A.M. degree	<u>130</u>	<u>169</u>	<u>185</u>
Total	204	215	226

#### Office Staff

During the summer session, my assistant was a graduate student working toward the A.M. degree. She took two courses, which partly used up the credit in tuition fees, and the remainder applied on the tuition fees for her fall courses. She proved to be capable and willing and is to be employed again this summer. In addition, the services of another student were enlisted to address envelopes for mailing the fall bulletin, transcripts for the summer session, and the like.

During the academic year, I have had the assistance of several different N.Y.A. workers; three of them freshmen and the other a junior. It is very evident that the maturity and experience of the older students makes them learn the work of the office more rapidly. They understand directions and can carry them out with less supervision than can the freshmen. On the other hand, by taking the time to train the freshmen, it is possible to look forward to having them continue to work in the office for at least two more years, while the junior will not be able to work for more than six more months, since she will be going out in the spring to do her student teaching and then be leaving the following June. Students come back to tell me that they have found the practical lessons learned in this office of great value. This is especially so of the students majoring in commercial work or who take positions in business until a teaching position can be found.

On the other hand, I have felt for a long time that the work of the office would run much more smoothly if it were possible to have the year-round assistance of one of our graduates who would be looking forward to continuing to work until such time as I might retire, and who would then take over the full responsibility of the office. There is great value to the college in having continuity of this sort, since many details, no matter how carefully written out, become unintelligible with the passage of time, unless full knowledge of them can thus be transferred from generation to generation of graduates.





Recommendations

1. Reference to the statistical data reveals the fact that the average enrollment during the summer is lower than it is during the fall and spring, for the reason that, although double the number of courses are given, the students do not take double the number. That is to say, they take, on the average, 1.5 courses in fall and spring, but only 2.3, not a full 3 courses in the summer. Since there seems to be a necessity for a wider offering of courses during the summer, a slight increase in the fees for the summer session might help to make up this difference in income. It need not be enough to discourage students from coming in summer, but just enough to take care of this loss, which a recent study shows to occur one summer after the other.
2. The Defense Program is opening up lines of work to both men and women which will require them to do some studying in addition to the practical things they will learn on the job itself. The location of this college in the midst of all this activity offers an opportunity for service in arranging courses during the evening and on Saturday mornings of this supplementary sort. I hope a way may be found for us to find out just what these courses are and to offer them next spring. Our program for the fall is now completed.
3. I believe that if the work already begun in teaching the Spanish language can be expanded to give a full preparation in it in the shortest possible time, we shall be of great service to those teachers who are finding it less and less possible to obtain positions in German and in French or to retain those they now have. The demand for men, especially, who are going into selling positions and positions under our government, who can speak Spanish (and possibly Portuguese) will soon cause Spanish to be offered in more and more of our high schools. The demand for teachers of Spanish will therefore naturally increase. In connection with the courses on Latin-American history, I should like to see a course offered that would deal with the history of our own south-west, so much affected by the Spanish exploration and settlement that even today it is much in evidence. I am sure that there are many teachers of the social studies who would welcome the chance to fill in this gap in their own knowledge and to pass it along to their high school classes.
4. Special effort was made this year to get the bulletins earlier into the hands of prospective students. I hope this can be worked out to the point where we can have the summer bulletin in print by January first, the fall bulletin ready by July first, and the spring bulletin ready by Thanksgiving. Students want to know what they can take the following semester. They begin writing in November for the summer bulletin.
5. We have been offering fewer courses, in the hope that by so doing we might fill them all and have fewer to discontinue. If we were able to say that all courses offered would be given there would be many students come to us in summer who now feel they must go elsewhere as they need certain courses too greatly to run the risk of their being dropped. This would enable us to have an advance registration also, and permit instructors to be ing work immediately on the opening day. I must add, however, that students like very much our method of registering as it obviates the standing in line and does not compel them to come up to the college to register.

Respectfully submitted,

*Elizabeth S. Favor*

Elizabeth S. Favor,  
Registrar of Summer, Part-  
Time & Extension Divisions



48

REPORT  
COLLEGE HIGH SCHOOL  
1940-1941

I. Developments during the year.

An extensive program of demonstration has been conducted in the College High School during the past year. This program will be continued during the coming year and every attempt will be made to make this work interesting and constructive. We believe that the best demonstrations are developed when the children of the school are allowed to live in a natural, and a simple setting. For this reason the scholastic experiences of children were stressed and much emphasis was placed on academic achievement.

An unusual program of parent-teacher meetings was developed during the year. Social efficiency in a democracy was stressed. The spirit of these meetings carried over into the program of the school and vitally affected the lives of our children. This was especially evident in the social implications of the various subject-matter fields and in the extra curricular activities of the school. Examples of the success of the program appeared in practical, concrete problems in teaching citizenship, in activities which made democracy real, and in the study of the contributions of the various subject-matter fields to the cause of democracy.

A few facts showing the growth of the school should be mentioned. These follow.

II. Statistical Data.

1940-1941 Enrollment

Grade	7th	8th	9th	10th	11th	12th	Total
Boys	15	14	14	13	13	11	80
Girls	15	18	20	20	14	17	104
Totals:	30	32	34	33	27	28	184

Number of teachers devoting full time to C.H.S. Men 1, Women 2, Total 3

Number of teachers devoting part-time to C.H.S. Men 24, Women 10, Total 34

Total Graduates June 1941, 29. Total Observations (see attached page)

III. Changes in Staff: New Members-

Miss Ethel Booth, Instructor in Health (Girls)  
Mr. Benjamin Karp, Instructor in Art (8th and 9th grades)  
Dr. Helen Loree Ogg, Consultant in Speech





### Recommendations.

I believe that much more emphasis should be placed on the development of balance and poise, and on the integration of personality. We are entering a critical period in our nation. The confusion and struggle about us cannot but be felt in our school. To a certain extent this should not be avoided, but our children should not be constantly subjected to the press of the circumstances about us. At least they should be inducted into the severity of hard realities with wisdom and with carefully expanding restraints. This means that we must do well the job of directing the attainment of fundamental skills, and that we must continue to emphasize the mastery of subject matter. Perhaps these values should receive an added emphasis because of their informational values in the solution of modern problems.

For the reasons stated above, then, I have recommended that we bring to our children a stimulating program of work in the fields of subject matter and that we add to this, constantly, the expanding possibilities for participation in integrative activities.

*a. m. Seybold*

Arthur M. Seybold,  
Director, College High School.



OBSERVATION REPORT  
COLLEGE HIGH SCHOOL

1940 - 1941

CLASS	SEPT.- JAN.	FEB. - JUNE	TOTALS
English 7	133	35	168
8	207	100	307
9	1189	52	1241
10	295	105	400
11	76	67	143
12	<u>141</u>	<u>52</u>	<u>193</u>
Total	2041	411	2452
Mathematics 7	120	62	182
8	228	41	269
9	259	32	291
10	753	207	960
11	232	58	290
12	<u>102</u>	<u>11</u>	<u>113</u>
Total	1694	411	2105
Social Studies 7	668	16	684
8	262	50	312
9	207	150	357
European History 10-12	76	178	254
American History 11	309	55	364
P. A. D. 12	<u>481</u>	<u>110</u>	<u>591</u>
Total	2003	559	2562
Science 7	700	no report	700
8	3	1	4
9	-	-	-
Biology 10	96	7	103
Chemistry 11	56	2	58
Physics 12	<u>87</u>	<u>8</u>	<u>95</u>
Total	942	18	960
Latin 9	156	49	205
10	66	18	84
11-12	<u>170</u>	<u>101</u>	<u>271</u>
Total	392	168	560
Gen. Language 7	46	2	48
French 8	209	2	211
9	26	19	45
10	269	24	293
11	307	55	362
12	<u>52</u>	<u>19</u>	<u>71</u>
Total	909	121	1030
P. T. A.	265	495	760
Miscellaneous	<u>250</u>	<u>124</u>	<u>374</u>
TOTALS	8496	2307	10803





51

Annual Report of the Office  
the Dean of Women

School Year--1940-1941



Table  
o f  
C O N T E N T S

---

<u>Social Affairs</u>	<u>Page</u>
Social Events for the Year, 1940-1941. . . . .	1
Dances of the College during the Year. . . . .	6
Social Affairs Held at the Homes of Faculty. . . . .	7
Club and Organization Meetings . . . . .	8
Events Demanding Food Service . . . . .	10
 <u>Class Work</u>	
Integration 100C . . . . .	12
 <u>Dormitories</u>	
Distribution of Dormitory Residents (Classes). . . . .	13
Statistics on Dormitory Residences . . . . .	14
Dormitory Finances . . . . .	15
Dormitory Activities . . . . .	16
Miscellaneous Activities of the Dormitories. . . . .	17
 <u>Office of the Dean of Women</u>	
Students Living Off-Campus . . . . .	18
Financial Aid Given Students . . . . .	19
Miscellaneous Activities Through Office	
Caney Creek Contribution. . . . .	20
Room Scheduling for Meetings, Clubs, etc. . . . .	20
Faculty Social Committee. . . . .	20
Service Slips . . . . .	20
Hospital Service Plan of New Jersey. . . . .	21
Absence Excuses from this Office and Medical Office. . . . .	23





Social Events at the  
State Teachers College at Montclair  
for the  
Year, 1940-1941

---

Note: These events are listed according to the Calendar Year, and the following guide will signify the type of affair. College Club Meetings are not herein included because of their many engagements, but are given on another paper.

- 1 Composed entirely or almost entirely of people not matriculated at the College as students and not graduated from Montclair. These meetings do not pertain necessarily directly with Montclair.
- 2 Conventions or like gatherings.
- 3 College affairs held off campus.
- 4 Affairs to which the graduates and their friends or graduates only are welcomed.



Social Events of the  
Year 1941  
at  
Montclair State Teachers College

September

	September	10	Russ Party for the entering Freshmen
	"	11	Orientation Committee's Party for the Freshmen
	"	12	Freshman Group Gathering
	"	13	Freshman Dance given by the S. G. A.
	"	16	Mrs. Carter's meeting with Club Representatives in order to decide upon the year's calendar
	"	17	Dr. Sperle's entire Advisory Group Meeting
	"	17	Miss Duke's entire Advisory Group Meeting
1	"	17	Rotary Meeting on Campus
	"	18	Dance Club Meeting to introduce club to Freshmen
	"	19	Women's Athletic Association Tea
	"	22	Faculty Reception of New Members and Buffet Supper
	"	23	Scholarship Group Meeting
	"	24	Psychology Club Picnic
2	"	26	Association of New Jersey State Teachers Colleges
	"	26	Junior and Senior Scholarship Group Picnic
3	"	27	Hayride sponsored by the Student Government Association

October

	October	1	Tea by Rbhwee for the Social Studies Freshmen
	"	2	Scholarship Group Picnic
3	"	5	S. G. A. Hike and Lunch
	"	8	Mathematics Club Picnic
	"	8	French Club Picnic
	"	9	College Assembly Program
4	"	10	Alumni Executive Committee Meeting
	"	11	Clio Bridge Party
3-4	"	11	Foreign Exchange League
	"	15	Social Studies Group Picnic
1	"	15	The "Y" Group
	"	17	Dormitory Meeting
	"	18	Student Government Association Formal
	"	21	Science Club Picnic
	"	22	Russ Party
1	"	24	Roth Quartette, followed by party at Russ
4	"	25	Men's Banquet sponsored by Agora
	"	25	Halowe'en Party
	"	29	W.A.A. Hot Dog Roast
	"	29	Dormitory Party in Chapin
4	"	30	Alumni Executive Committee Meeting
	"	31	Integration (1000) Tea
	"	31	Dormitory Meeting





November

1	November	4	Dames
1-2-4	"	6	Short Course sponsored by Rutgers
" " "	"	7	" " " " "
" " "	"	8	" " " " "
2-3	"	11	Association of New Jersey Education Association
	"	14	Kappa Delta Pi Tea
	"	15	Pep Rally and Bonfire
4	"	16	Tribe Informal Dance
	"	19	Thanksgiving Dinner
	"	27	Hot Dog Sale
3	"	27	Group to the Mosque
4	"	28	Rohwec Banquet
	"	29	High School Parents-Teachers' Association
1-2	"		

December

4	December	3	Senior-Alumni Formal
	"	4	German Christmas Party
4	"	6	Foreign Exchange League
1-2-4	"	7	New Jersey Press Association Conference
1	"	9	Dames
	"	11	Language Department Christmas Celebration
3	"	11	Swimming Party at the "Y"
3	"	13	Visiting Day for Seniors
	"	13	Freshman Party
1-3-4	"	18	Annual Christmas Concert
	"	19	Dormitory Christmas Dinner

January

	January	2	Open House for Agora
	"	3	Sophomore Party
1	"	6	Dames
1	"	9	Secondary School Principals
	"	10	Kappa Delta Dinner and Dance
	"	14	Freshman Scholarship Group Party
	"	14	Players -- "Show-Off"
1	"	17	Training Teachers Conference and Tea
3	"	17	Student Government Association Roller Skating Party
3	"	17	Scholarship Group to Mr. and Mrs. Jackson's
4	"	18	Science Alumni Members
	"	22	Dormitory Meeting
	"	24	Junior-Senior Dance
4	"	28	Alumni Executive Meeting



February

	February	7	Junior Party in Gym
1	"	13	Secondary School Principals
	"	14	Freshman Formal
1	"	17	Dames
4	"	21	International Cabaret
	"	25	Junior Scholarship entertaining Freshman Group
	"	27	Concert by Orchestra
4	"	28	Alumni Day and Faculty-Alumni Party

March

1	March	3	Dames
1	"	6	Secondary School Principals
2	"	8	Social Studies Conference scheduled (storm prevented)
	"	14	Sophomore Formal
2	"	15	Classical Club Conference
	"	16	Lenten Music
	"	20	Sports Carnival sponsored by Tribe
	"	21	Russ Informal Dance
2	"	22	New Jersey Council of Education
	"	28	W. A. A. Dance
2	"	29	Forensic Leagues of New Jersey

April

	April	2	Assembly -- Lieutenant Commander Rice
3	"	3	Eastern States Conference
1	"	3	Secondary School Principals
	"	3	Band Benefit
4	"	4	Foreign Exchange League
3	"	4	Eastern States Conference
1	"	1	Dames
	"	24	Sophomore Testing
4	"	25	Alumni Formal Dance
3	"	25	S. G. A. off Campus Activity
2	"	26	State Teachers Association
	"	29	Freshman Scholarship Group





May

- May 2 Dr. Wittmer's Group to New York City  
 " 3 Choir Banquet  
 1 " 5 Dames  
 " 6 Mr. Mueller's Concert  
 1 " 7 Miss Hayes and group from Columbia, Teachers College  
 " 9 Aldornia Banquet  
 " 9 Chapin Informal Dance  
 4 " 10 Annual Alumni Meeting  
 " 12 Math Club Picnic  
 " 13 Annual College Assembly  
 " 13 Sophomore Class Picnic  
 " 14 Modern Language Festival  
 " 14 Pajama Party  
 " 16 Junior Prom--Formal Dance  
 " 17 Drama Day  
 " 17 W. A. A. Play Day  
 4 " 18 Senate Picnic  
 " 18 Pro Musica Concert and Tea  
 " 19 Scholarship Picnic  
 " 19 Aphesteon to Dr. Mallory's  
 " 19 Theater Party by Players  
 " 20 Assembly  
 " 21 Orchestra Picnic  
 1 " 21 French Club entertains the Alliance Francais  
 1 " 21 High School Parent-Teachers Association  
 3 " 22 Dance Club Program  
 " " 22 " " "  
 " 24 I. R. C. Inauguration Meeting  
 3 " 24 Senate to Pennsylvania  
 " 26 Choral Speaking and Play Program  
 " 26 Players Picnic  
 1 " 27 "Y" Leaders  
 " 27 Band Picnic  
 " 27 W. A. A. Buffet Supper  
 " 29 Entrance Examinations

June

- June 2 Commuters' Picnic  
 " 2 Scholarship Picnic  
 " 3 Forum Picnic  
 " 3 Assembly -- Weequahic High School Band  
 " 4 Annual Spring Concert  
 " 5 Tea for Mrs. Howe and Organ Concert  
 " 6 Play by Mr. Bohn's Group -- "Noah"  
 " 7 Scholarship Groups to West Point  
 " 7 Senior Tea Dance  
 " 8 Baccalaureate  
 " 9 Senior Picnic  
 " 10 Senior Assembly  
 " 11 President's Reception  
 " 12 Senior Ball  
 " 12 High School Commencement  
 " 13 College Commencement



Dances  
at  
Montclair State Teachers College

---

September 13	Freshman Dance given by the Student Government Association
October 18	Student Government Association Formal Dance
October 25	Halowe'en Dance given by the Junior Class
November 1	Chapin-Russ Halls Combined Formal Dance
November 16	Tribe Informal Dance
December 3	Senior-Alumni Formal Dance
January 10	Kappa Delta Pi Dinner and Dance
January 24	Junior-Senior Formal Dance
February 14	Freshman Formal Dance
March 14	Sophomore Formal Dance (Hop)
March 21	Russ Informal Dance
April 25	Alumni Formal Dance
May 9	Chapin Hall Informal Dance
May 16	Junior Formal Dance (Prom)
June 7	Senior Tea Dance
June 12	Senior Ball





Social Affairs Held  
at the Homes of the College  
Faculty

---

Mr. Bohn	Regular monthly meeting of Senate
Mr. Conrad	Graduate group who have regular meetings for a number of years, following their graduation
Mrs. Cressey	Advisory group which Mrs. Cressey sponsors
Dr. Folsom	Advisory group which Dr. Folsom sponsors
Dr. Hildebrandt	Mathematics Major Group
Mr. Jackson	Scholarship groups
Dr. Mallory	Mathematics group of Mathematics Club
Dr. Partridge	Class in Recreational Leadership
Dr. Sperle	Advisory group which Dr. Sperle sponsors
Miss Tonone	French and advisory groups which Miss Tonone sponsors
Prof. Hatch	Annual meeting of the male members of the Faculty



60

Clubs and Organizations  
According to the Calendar  
Schedule

---

<u>Name of Club</u>	<u>Number of Meetings</u>			<u>Place</u>
	<u>1 per month</u>	<u>2 per month</u>	<u>No. per month</u>	
Agora		x		15 Chapin
Alcornia	x			10 Russ
Aphesteon	x			7 Russ
Artsmen	x			3 C. H. School
Aviation				
Choral Speaking	x			7 Rm. 4--Chapin
Classical Club	x			6 Russ
Clio	x			7 F. Lunch Rm.
Commercial	x			7 Chapin
Commuters'	x			6 Chapin
Creative Writing		x		12 Rm. 2
Dance Club			8	54 Gym
Debating Team	x			Chapin
Der Deutsche Verein		x		10 Russ
Forum	x			12
Geography Club	x			7 Rm. 26
Il Circolo Italiano	x			7 Chapin
International Rel.	x			7 Chapin
Kappa Delta Pi	x			6 Chapin
La Tertula Espanol	x			6 Chapin
Le Circle Francais	x			6 Russ
Philosophy Club	x			7 Chapin
Players	x			6 C. H. School
Poetry	x			9 C. H. School
Program Bureau				
Psychology	x			6 Chapin
Rohwec	x			7 Russ
Science		x		13 Chapin
Senate		x		Mr. Bohn's
Sigma Phi Mu		x		Chapin





### Bureau of Student Publications

Montclarion, bi-monthly newspaper  
Quarterly, creative writings and drawings  
La Campana, College yearbook  
Arrowhead, Handbook  
Flickers, Freshman booklet becoming Sophomore in 1941-1942

### Musical Organizations

Band  
Choir  
Junior Choir  
Orchestra  
Pro Musica  
Women's Glee Club

### Athletic Organizations

Men's Athletic Association  
Women's Athletic Association  
Tribe  
Agora

Student Government Association



Events of the Calendar of 1940-1941  
Which Required Food Service

September 22	Faculty Buffet Supper	76
October 7	Luncheon, Dr. Ryan	7
October 11	Foreign Exchange	60
October 14	Luncheon, Dr. Ryan	8
October 21	Luncheon, Dr. Ryan	8
October 25	Agora Banquet	102
October 28	Luncheon, Dr. Ryan	6
October 30	Dinner, Executive Committee, Alumni	8
November 4	Luncheon, Dr. Sprague	8
November 8	Luncheon, Dr. Conrad	8
November 15	Luncheon, Ed. week, Dr. Conrad	8
November 16	Dinner, M. S. T. C. Team	30
November 18	Luncheon, Dr. Ryan	7
November 19	Thanksgiving, Dormitories	14
November 25	Luncheon, Alcove	7
November 28	Rohwec Banquet	60
December 7	Luncheon, N. J. Press Association	44
December 19	Luncheon, Dr. and Mrs. Sprague	5
	Christmas Dinner, Dormitories, guests	
January 6	Luncheon, Dr. Ryan	7
January 8	Luncheon, Dr. Ryan	8
January 9	Dinner, (Secondary School Principals)	50
January 10	Dinner, (Kappa Delta Pi)	40
January 13	Luncheon, Dr. Ryan	7
January 17	Tea (Training Teachers and Seniors)	225
January 17	Dinner, (Training Teachers and Seniors)	45
February 1	Luncheon (Modern Language Conference)	85
February 1-	Tea (Modern Language Conference)	98
February 13	Dinner (Secondary School Principals)	70
February 28	Buffet Supper (Faculty-Alumni)	91
February 28	Dessert (in Gymnasium)	244
March 6	Dinner (Secondary School Principals)	61
March 10	Dinner (Debaters)	7
March 15	Lunch (Classical Conference)	63
March 15	Tea (Classical Conference)	34
March 29	Lunch (Forensic Leagues of New Jersey)	50

Served 60





Events of the Calendar of 1940-1941  
Which Required Food Service

April 1	Dr. Ryan Luncheon	6
April 3	Dinner (Secondary School Principalw)	66
April 26	Lunch (New Jersey State Teachers' Association)	94
April 28	Lunch Dr. Ryan	5
May 3	Dinner (Choir)	86
May 5	Luncheon Dr. Ryan	12
May 9	Dinner (Aldornia)	50
May 10	Tea in Chapin for Alumni	50
May 14	Cafeteria Service (Modern Language Festival)	
May 17	Buffet Supper (WAA Play Day)	90
May 24	Luncheon ( International Relations Club)	96
May 27	WAA Buffet Supper	43
June 5	Tea, Mrs. Howe	8
June 7	Supper (Senior Tea Dance)	172
June 8	Supper (Following Baccalaureate)	
June 12	Luncheon honoring Miss Brown	
June 11	Refreshments (President's Reception)	250



# Integration 100 C

---

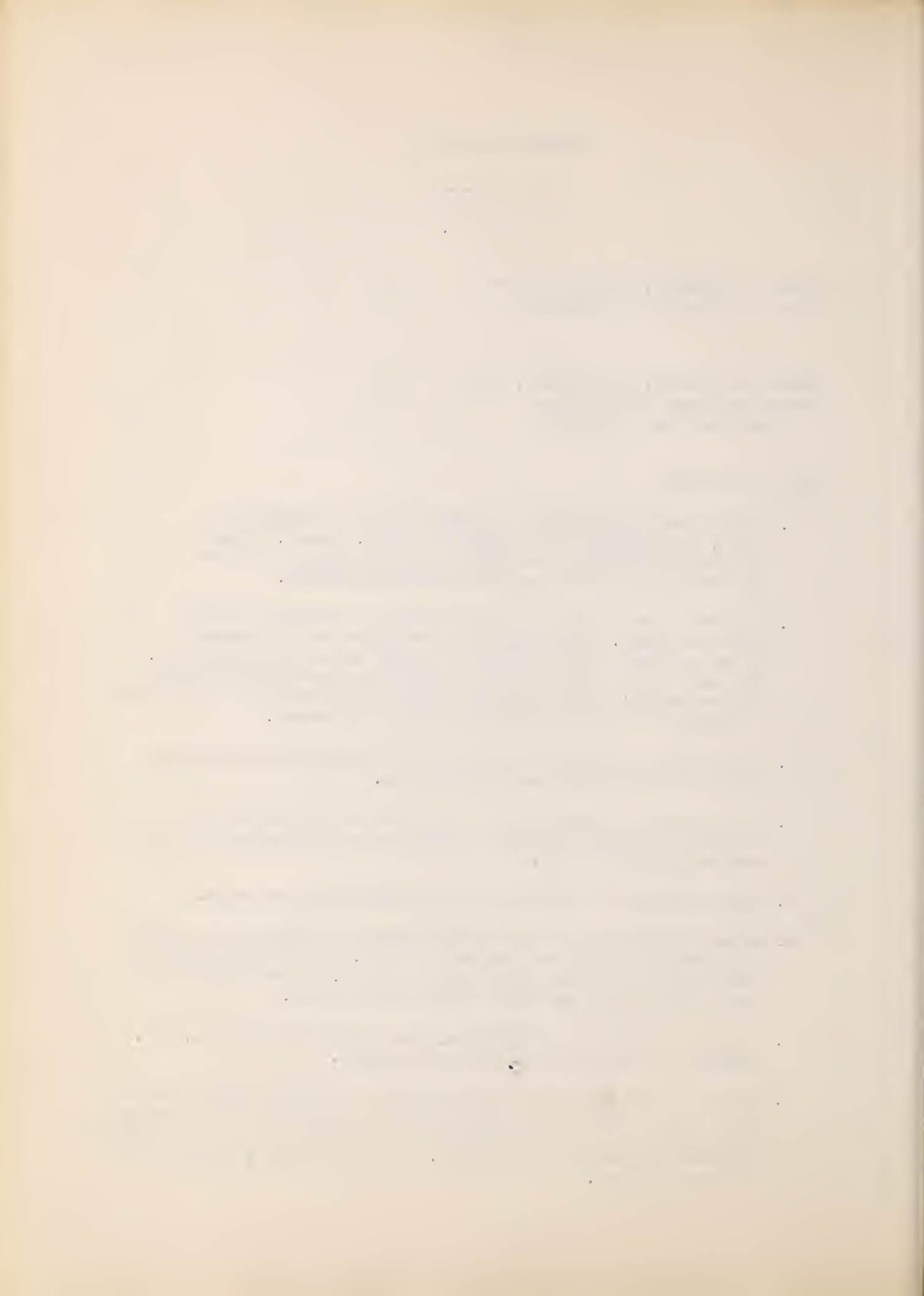
Number of classes, Fall term, 1940	3
Class enrollment for sections	78

Number of classes, Spring term, 1941	3
Class enrollment for sections (Including two Sophomores)	96

## Class Projects:

1. A Tea given in Chapin Hall, conducted by the students of 100 C, and supervised and directed by Mrs. Carter. Every student given the responsibility which he chose to perform and another with which he was formerly unfamiliar.
2. Pictures taken of the Students in 100 C in different campus poses and spots. These pictures were shown to the students of the classes and all others who wished to see them projected. They were taken on the days when girls were modeling the dresses from Frederick's for a fashion show for the purpose of acquainting the students with proper lines, styles, and colors.
3. Fashion Show, in which the dresses were modeled by the students under student supervision and criticism.
4. Note book on a special theme in relation to the course or a book with general viewpoint, pertaining to the studies and topics covered during the term.
5. Table settings, in class with the actual linens and china.
6. Laboratory Clinic in Chapin which students in 100C and any others who wished to do so were invited to visit. Every student in the classes visited either once, twice, or more. Approximately forty from other classes consulted their teacher there.
7. Definite examples of invitations, form letters, rejections, etc. submitted for class criticism and knowledge.
8. Personal interviews were held whenever the students deemed advice upon certain subjects necessary; when they wished to become acquainted with a good bibliography containing the material they were seeking; whenever in need of encouragement. This the students profited by to a great degree.





Distribution of Dormitory  
Residents

<u>Dormitory</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>	<u>Graduate</u>
<u>Russ Hall</u>					
September Residents	32	28	31		
Later Residents	1	3		1	1
<u>Chapin Hall</u>					
September Residents (Men)	8	5	11	3	
Later Residents (Men)			1	1	2
September Residents (Women)				49	
Later Residents (Women)		1		2	



Statistics on Dormitory Residence  
1940-1941

I. Russ Hall

Registered in September, 1940.....	91	Left during the year.....	2
Registered during the year.....	6		
Present Staff Residents.....	3		

II. Chapin Hall

A. Men

Registered in September, 1940.....	28	Left during the year.....	8
Registered during the year.....	5		
One Professor.....	1		

B. Women

Registered in September, 1940.....	49	Left during the year.....	1
Registered during the year.....	3		
Seniors returning after		Seniors leaving for	
Student Teaching.....	45	Student Teaching.....	52
Present Staff Members.....	3		

C. Chapin Combined

Registered in September, 1940.....	77	Left during the year.....	16
Registered during the year.....	8		
Student Teaching Return.....	45		
Faculty and Staff Residents.....	5		

III. Dormitories Combined

Registered in September, 1940.....	168	Left during the year.....	13
Registered during the year.....	14		
Faculty and Staff Residents.....	8		

IV. Changes during the year.....

Change ~~in change of terms~~ of House Mothers from one in Russ Hall and two in Chapin Hall to one in each dormitory, because of resignation.

Peplacement of the College Nurse, Miss Loucks by Miss Booth.

Miss Kraykowski, Assistant College Nurse, and Miss Terek, Assistant Librarian have resided in Chapin Hall during the latter part of the term. Miss Kraykowski entered Chapin Hall in the Fall term.

Room 101 in Russ Hall is now the Guest Room and the former cloak room is now the Listening Room for the Music Department.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Dormitory

<u>Start</u>			<u>Cash</u> <u>1940-41</u>	<u>Maintenance</u>	<u>Number of</u> <u>Months</u>
	K. Mostert	Chef	2,520	240	12
November 6, 1932	A. Schwab	Cook	1,260	480	12
	J. Holmes	Baker	1,320	165	11
June 6, 1930	R. Riddick	Kitchen Helper	1,140	240	12
June 6, 1932	J. Csizmodio	Kitchen Helper	720	480	12
April 22, 1936	C. Harris	Kitchen Helper	550	400	10
April 18, 1941	L. Coleman	Kitchen Helper	550	400	10
August 4, 1936	G. Briscoe	Kitchen Helper	744	120	10
September 25, 1929	H. Maxwell	Hostess	1,320	540	12
	M. Hibbs	House Mother	1,080	480	12
	S. Williams	Dining Room Helper	792	110	11
	L. Lundwell	Dining Room Helper	670	110	10
September 8, 1932	Rose Meyer	Dining Room Helper	660	480	12
March 11, 1941	B. Hodger	Dining Room Helper	480	480	12
April 4, 1939	Mae Mott	Laundress	480	480	12
	Extra - Asst.?	Laundress	400	480	10
October 6, 1939	Ann Crater	Housemaid	540	480	12
September 2, 1936	C. Turpie	Housemaid	600	480	12
September 7, 1939	A. Zimmerman	Houseman	600	480	12
December 7, 1931	H. Steiner	Stockkeeper	1,760		12

## Changes in Dormitory 1940-41

Helen Chier resigned in April 30, 1941; Laundry worker at \$40.00 plus maintenance and was replaced by

Jennie Saglicio, who works four days per week at \$2.50 per day.

Chester Reilly, away on one year leave of absence in military service has been replaced by

Leroy Coleman, April 18th, at \$55.00 per month plus maintenance, and appointed as temporary employee.

Betty Hodge, appointed March 10, 1941, at \$40.00 per month plus maintenance has replaced

Elsie Calpin, who resigned February 28, 1941.

Mrs. Grace Wolfarth, Hostess, at \$100.00 per month has been replaced by

Mrs. M. Hibbs, at \$90.00 per month, as Hostess, January 31, 1941.



## Dormitory Activities

1940-1941

### I. Activities of Combined Dormitories

- A. Dormitory Formal Dance
- B. Thanksgiving Dinner
- C. Christmas Dinner
- D. Christmas Breakfast
- E. Tea for Mrs. Wolfarth
- F. Going-away party for Seniors

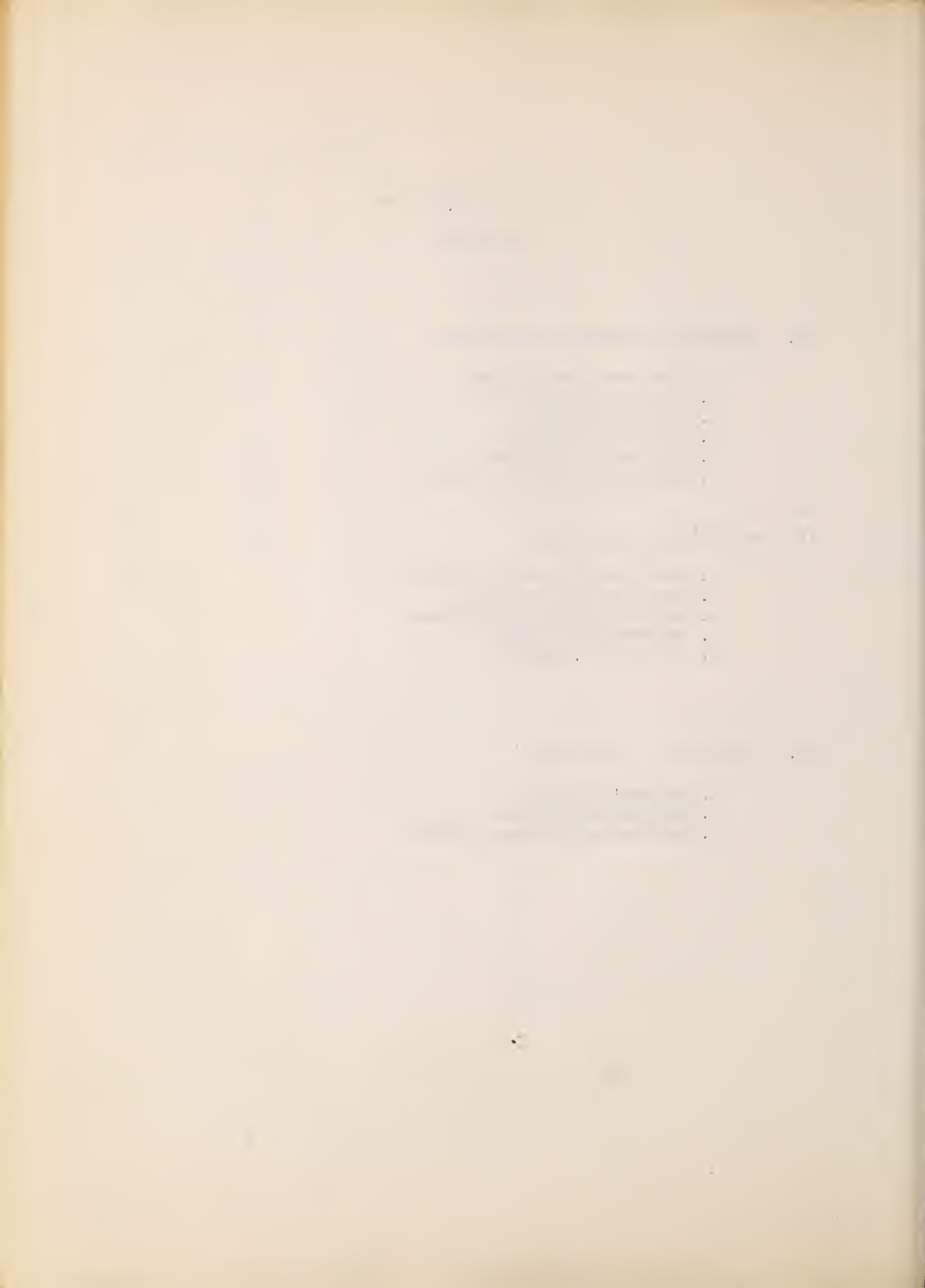
### II. Activities of Russ Hall

- A. Party for Chapinites (girls)
- B. Party for Freshman girls
- C. Party for others by Freshmen
- D. Informal Russ Dance
- E. Tea for Mrs. Wolfarth

### III. Activities of Chapin Hall

- A. Hallowe'en Party
- B. Informal Chapin Dance
- C. Party after Christmas Dinner





29

1. Listing of the groups, exclusive of College groups, which hold meetings at the Dormitories:

Alliance Francais  
Alumni Association  
Dames  
High School Parent-Teachers Association  
Quota Club  
Rotary  
Secondary School Principals  
Social gatherings following concerts, etc.  
Teachers College group in Housing  
Training Teachers  
"Y" Groups  
Conferences

2. Services of Dormitories:

Dinner guests  
Lenten music  
Listening Room  
Overnight guests  
Personality Laboratory  
Place of Meeting

3. Dormitory Projects:

Knitting for the Red Cross  
Registering for Montclair Defense Program  
Saving tinfoil

4. Late-leaves from the Dormitories:

Eastern States Conference  
Evenings at Professors' Houses for social gathering or club meetings  
Group trips to New York Plays, Concerts, Lectures, etc.  
Group trips to Institutions in connection with courses  
Hay ride and ice skating parties, etc.  
Individual student leaves to attend concerts, lectures, etc.  
Picnics at a distance  
Rehearsals of plays and other programs, music, etc.  
Requests of parents  
Roller skating parties  
Dancing Classes

17



### Students Living Off-Campus

---

Number of students living in private homes.....	12
Number earning their way in homes.....	12
Number living with friends and relatives.....	10
Number placed in homes from Office of Dean of Women in order to earn way.....	9
Number to move into Dormitory during year because of more need for study time.....	1
Total number of off-campus residents .....	32

### Outside Employment during the School Year, 1940-41

---

Number of students working in Newark Stores.....	30
Number of students procuring work in Summer Camps....	7
Number earning way in homes, from Office recommendation	9
Other employment -- garden nursery, shoe stores, etc.	10





## Financial Aid Offered Students

---

### 1. National Youth Administration Grant

- A. Number of applications received from students..... 226
- B. Number of students appointed during the year..... 178

### 2. Chapin Memorial Fund

During the year, 1940-1941, five students at Montclair were included among those having received loans from the Chapin Memorial Fund. The entire five were members of the Senior Class and merited this permission because of outstanding personality, ability, and high scholastic standing. The amount of these loans is:

\$200      \$100      \$100      \$50      \$50.

### 3. Student Service in the Dining Room at the Dormitories

If student's health, record both scholastic and scheduling enable her to do so, and her need for aid is made known, the Dormitory Hostess tries to place her on the list of girls who serve in the Dining Room the regular meals.

### 4. Extra Serving

Girls are recommended for serving in private homes, Parent-Teachers Association meetings or special events both on and off campus.

### 5. Work in stores during the holidays and during the year.

### 6. Earn one's board by helping in the home.

### 7. Requests for part-time workers are posted on the bulletin board and those applying and answering the qualifications are recommended for the position.

### 8. Summer Employment      The students may state their preference and abilities so that they may apply for any Summer positions coming to the College.

### 9. Tutoring and taking care of children

### 10. Social Security this year requested that all interested file application.

1888

1889

1890

1891

1892

1893

1894

1895

1896

1897

1898

1899

1900

1901

1902

1903

1904

1905

1906

1907

1908

1909

1910

1911

1912

1913

1914

1915

1916

1917

1918

1919

1920

1921

1922

1923

1924

1925

1926

1927

1928

1929

1930

1931

1932

1933

1934

1935

1936

1937

1938

1939

1940

1941

1942

1943

72

Miscellaneous Activities  
carried on through  
the Office

---

Caney Creek Contribution

Around Christmas time, 1940, the members of Commuters' Club sponsored a Caney Creek Contribution barrel and invited the students of the Club and the entire College to donate whatever they wished in the way of materials which would be welcomed by the residents of Caney Creek. The result was encouraging and the students saw one barrel and two large cartons make their way to their Southern destination.

Room Scheduling for Meetings, Clubs, Demonstrations

By means of Room Schedule, showing the hours of the week and days of the week when each classroom was free, overlapping was avoided, and clubs and meetings were assigned to rooms convenient for their purpose of meeting. This pertained also to the assigning of activities in the Dormitory Living Rooms, and to the Amphitheater.

Faculty Social Committee

Through the functioning of the Faculty Social Committee gifts of farewell and sympathy and congratulations were made to Faculty and Staff Members concerned.

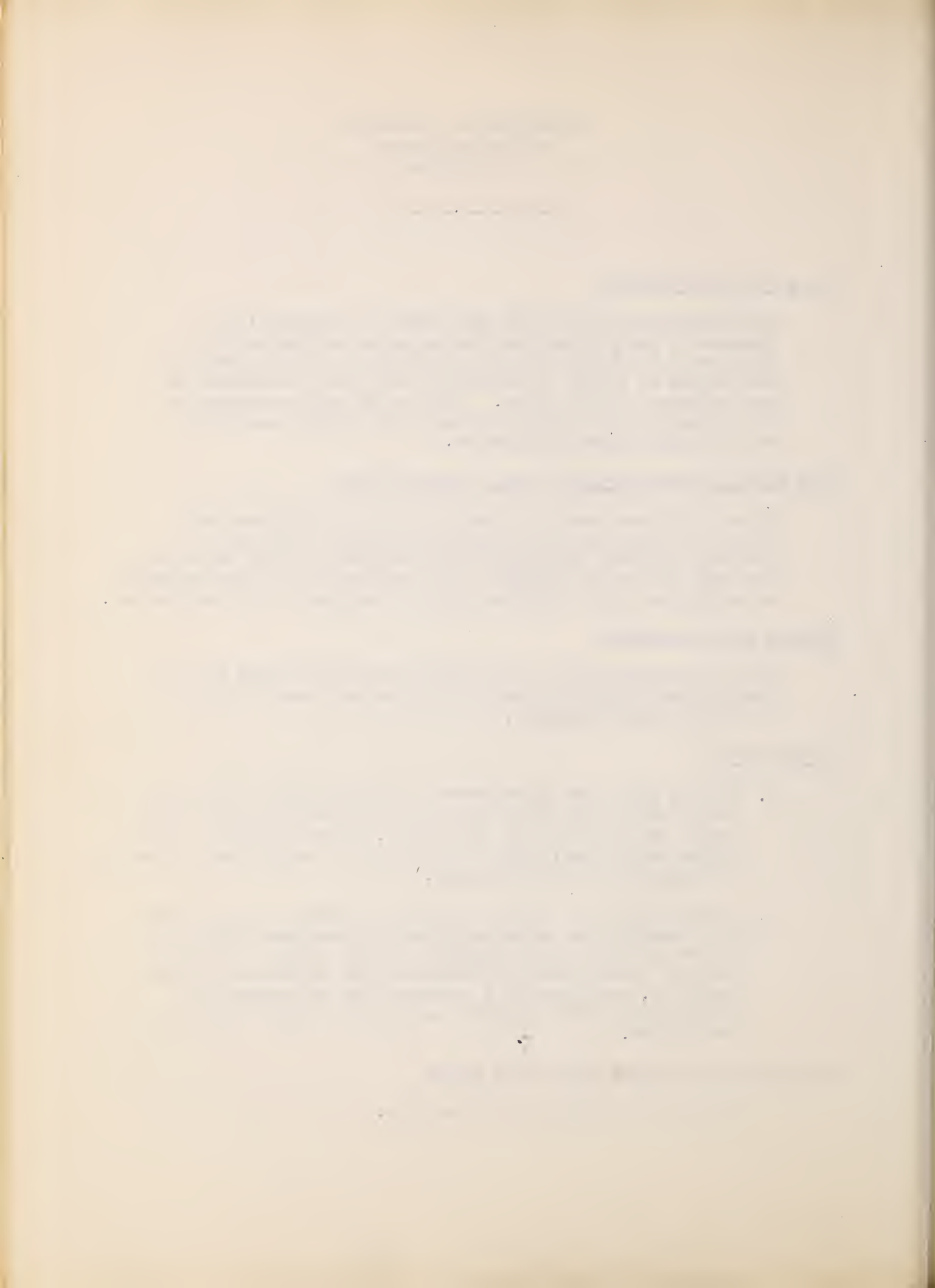
Service Slips

1. Service slips were distributed to students giving permission for the borrowing of furniture and materials necessary for the social function from the Dormitories. These slips were given before every dance, play, or other affair needing them, following the request for such permission.
2. Service slips were given to the Business Office and Cafeteria with regard to the ordering of food by Department, Clubs, or any other College group including College people or outside groups. These totaled approximately 65 for the school year, 1940-1941, and served as a check-up upon the payment and ordering for definite numbers and upon the number served at each affair.

Hospitalization Service Plan of New Jersey

This report follows on the next page.





# Hospital Service Plan of New Jersey

---

This is the report of the Hospital Plan of New Jersey concerning the enrollment at the Montclair State Teachers College in their plan, submitted to Mrs. Carter on April 17, 1941.

New Applicants                      2

Total Additions to the Group Enrolled.....	2
Total Previously Enrolled.....	<u>50</u>
Total Enrolled to Date	52

The Last Enrollment Date Effective was	November 16, 1940
Effective Date this Enrollment	May 16, 1941
Effective Date Next Enrollment(proposed)	November 16, 1941

Group Personal Payment  
and  
Mail Contracts to Subscribers



Report on Student Absences  
according to the number of Excuse  
Forms, for 1940-1941

---

Excuse Forms tabulated according to number of days:

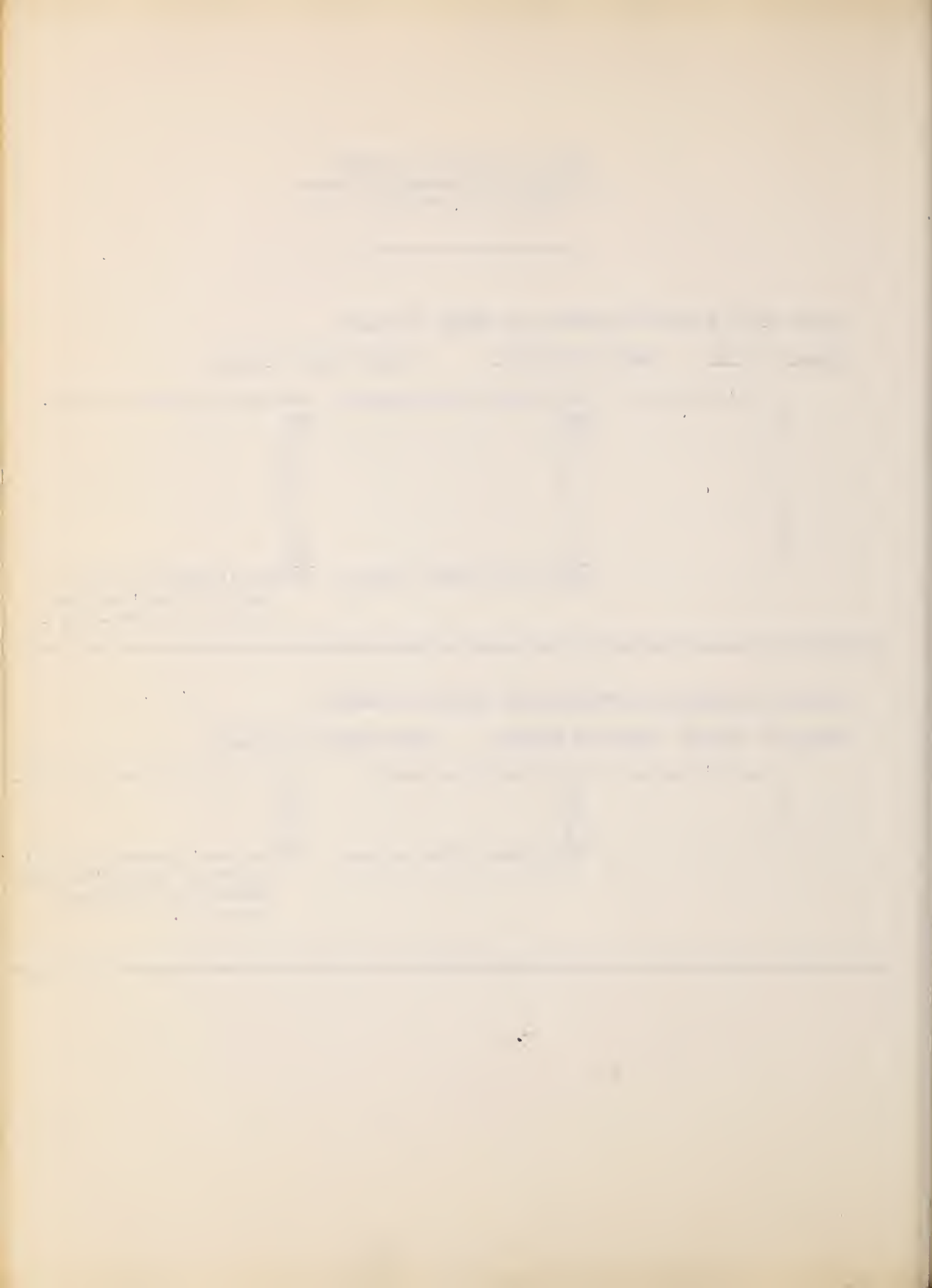
<u>Number of Days</u>	<u>Number of Excuses</u>	<u>Total Number of Days</u>
1 day's absence in	238 absences given, equals	238 days' absences as total.
2	185	370
3	26	78
4	9	36
5	6	30
6	1	6
8	1	8
12	1	12
15	<u>1</u>	<u>15</u>
	468 absence forms include	793 days' absence as total number of days' absence for the year 1940-1941 .

---

Excuse Forms tabulated according to number of periods:

<u>Number of Periods</u>	<u>Number of Excuses</u>	<u>Total Number of Periods</u>
1 period's absence in	23 forms given, equals	23 periods' absence as total.
2	18	36
3	18	54
4	<u>2</u>	<u>8</u>
	61 absence forms include	121 periods' absence as total number of periods' absence excused for the year, 1940-1941.

---





Absence Forms

<u>Reason for Absence Excuse Form</u>	<u>Number of Excuse Forms Given</u>
Automobile Accident	3
Conference	24
Contagious Disease	2
Court Appearance	2
Debating Engagement	2
Dentist Appointment	7
Draft Board Interview	7
Funeral	6
Health	268
Home	4
Illness in Home	21
Injury	17
Interview	4
Kappa Delta Pi	3
Religious Holiday	124
School Business Detainment	12
Substituting	1
Test to be taken	4
Excuses given by Integration Office	<u>18</u>
Total number of forms given	529

Respectfully submitted,

Maude L. Carter,  
Dean of Women



PERSONNEL OFFICE REPORT  
1940-1941

Freshman Orientation

The plans and organization of the major activities of Freshman Week involved consideration of:

- Initial assembly program
- Testing (English)
- Registration
- Medical Department examinations
- Pictures for permanent records
- S. G. A. assembly
- Big-brother, Big-sister plan
- Freshman party

College Advisory Program

The plan devised in 1937 has been followed faithfully by the majority of advisors. The advisory responsibilities are undertaken by thirty-two members of the faculty. Senior advisors are also advisors of Freshman groups; Sophomore and Junior advisors have one group each. Student contacts have been made individually, or through group parties or picnics on the campus, entertainment in advisors' houses, or on excursions, theatre parties, etc.

Meetings of the advisors have been occasional and there has been an increasing interest in the plans and in the evaluation of the work.

Direct Counseling

These responsibilities include group and individual. Personal counseling or conferences may be incidental, voluntary on part of student or by official appointment and have reference to scholastic and personal difficulties, absence or irregular attendance, student-college relations, extra-curricular activity, employment, N. Y. A. work.

Group advisory responsibility is with the:

- Student Government Association
- Freshman Class
- Scholarship groups (four)

Records

The office keeps the following records:

- Personal information
- Health summary
- Scholastic summary
- Test
- Activity record
- Student employment
- Student-College financial aid
- Application for work





### College Studies or Research, Problem Studies

Five-year plan  
 Nationality and occupations of parents of entering students  
 High school E.C.A. of accepted Freshmen  
 Persistency of Personality ratings  
 Semester-hours in majors, minors, and electives  
 County Superintendent Chase Study  
 Tests -- scoring and interpretation

### Testing

#### Sophomore Cooperative Testing Program

In the 1940 Cooperative Testing Program all students of the College took the test. On the English Test, 88 per cent of the Seniors, 90 per cent of the Juniors, 88 per cent of the Sophomores, and 84 per cent of the Freshmen exceeded the median made by 10,534 Sophomores in the 99 colleges taking the test.

On the General Culture Test, 93 per cent of the Seniors, 94 per cent of the Juniors, 93 per cent of the Sophomores, and 92 per cent of the Freshmen exceeded the median made by 6,083 Sophomores in the 76 colleges taking the test.

On the Contemporary Affairs Test, 90 per cent of the Seniors, 91 per cent of the Juniors, 92 per cent of the Sophomores, 84 per cent of the Freshmen exceeded the median made by 5,589 Sophomores in the 71 colleges taking the test.

This report is supplemented by separate sheets containing a table and graphs.

#### National Teachers Examinations

Montclair students in the preliminary or experimental testing showed superior performance in English, French, and Mathematics; above average in Social Studies, Education, and Biological Science, and average in Latin and Spanish. Statements more fully describing the performance of Montclair students are found on the supplementary sheets.

In the annual examinations, candidates who received their training at Montclair did much better than the average. Eight of the seventeen made total scores on the composite test (eleven separate parts) which placed them among the Superior Group. Eleven of fourteen Montclair candidates who took tests in their major subject ranked superior and eight exceptional.



## Galileo Galilei and the Telescope

Galileo Galilei (1564-1642) was an Italian astronomer, physicist, and engineer, whose work in astronomy, physics, and engineering was instrumental in the development of modern science. He is best known for his improvements to the telescope and his subsequent astronomical observations.

### Telescope

#### Galileo's Improvements to the Telescope

In 1609, Galileo Galilei constructed the first telescope. He used a convex objective lens and a concave eyepiece lens to magnify distant objects. His telescope was able to magnify objects up to 30 times their actual size.

Galileo's telescope was a simple refracting telescope. It consisted of two lenses: a convex objective lens and a concave eyepiece lens. The objective lens was at the front of the telescope, and the eyepiece lens was at the back. Light from a distant object entered the objective lens, passed through the eyepiece lens, and emerged as a magnified image.

In 1610, Galileo Galilei published his first book on the telescope, "Sidereus Nuncius" (Starry Messenger). In this book, he described his observations of the night sky using his telescope. He discovered that the Milky Way was composed of many individual stars, and that the Moon had mountains and craters.

This book was a landmark in the history of astronomy. It provided the first evidence that the universe was much larger and more complex than previously believed.

#### Galileo's Astronomical Discoveries

Galileo's astronomical discoveries in the field of astronomy were revolutionary. He discovered that the Milky Way was composed of many individual stars, and that the Moon had mountains and craters. He also discovered that the planet Jupiter had four moons, and that the planet Saturn had a ring.

In 1610, Galileo Galilei published his first book on the telescope, "Sidereus Nuncius" (Starry Messenger). In this book, he described his observations of the night sky using his telescope. He discovered that the Milky Way was composed of many individual stars, and that the Moon had mountains and craters.

Testing (Continued)Cooperative StudySelected Teacher Training InstitutionsMontclair Rank in Cooperative Examinations, Class of 1941

	<u>English</u>		<u>Gen. Culture</u>		<u>Contemporary Affairs</u>	
	No. of		No. of		No. of	
	<u>Inst's.</u>	<u>Rank</u>	<u>Inst's.</u>	<u>Rank</u>	<u>Inst's.</u>	<u>Rank</u>
English Majors	4	2	3	1	2	1
Foreign Language	3	3	2	1	2	1
Music and Art	4	1	4	1	2	1
Science	4	1	3	1	2	1
Mathematics	4	2	3	1	2	1
Physical Education	3	1	3	2	2	2
Social Science	4	2	3	1	2	1
Business Education	3	3	2	1	1	

The above table shows how Montclair ranked in relation to other colleges cooperating in Dr. Wood's study of seventeen selected teacher preparatory institutions.

Student Financial Assistance

Financial assistance was provided two hundred ninety students. Seventy-seven of these students received aid from two or more sources.

	<u>No. of Students</u>	<u>Amount</u>	
Business Office	6	\$ 125.66	
Extension Office	4	175.50	
Cafeteria	6	388.68	
Dormitory	53	3,147.10	
Integration Office	1	24.00	
Field Studies Office	1	25.00	
Library	13	575.20	
Mathematics Office	1	n4.80	
Medical Department	26	57.58	
Mimeograph Office	5	350.00	
Music Department	1	9.45	
Personnel Office	1	2.45	
Science Department	1	53.11	\$4,938.53
<hr/>			
Loans			
Chapin Memorial Fund	4	458.00	
State	110	6,069.18	\$6,527.18
<hr/>			
Scholarships			
State	63	6,750.00	
Howe Memorial	3	280.00	
Russ Scholarship	1	100.00	\$7,130.00
<hr/>			
(Student Assistants)	6	1,647.00)	
Fellowships	4	1,610.00	\$1,610.00
<hr/>			
			\$20,205.71
N. Y. A.	177	10,053.32	\$10,053.32
<hr/>			
			\$31,396.03





Status of Scholarship Groups

	<u>Class</u>			
	<u>1941</u>	<u>1942</u>	<u>1943</u>	<u>1944</u>
Initial appointments	17	19	16	18
Withdrawals	2	1	3	5
Drops	1	5	3	2
Replacements	3	4	3	2
Replacements to be made 1941-42	0	2	3	5
Number of original appointees	14	14	10	12
Point Average, year 1940-1941	3.11	3.16	3.19	2.91

Photostat Service

The approximate number of copies made are as follows:

Integration Office	
Senior Class	360
As occasion arose	200
Registrars' Offices	100
Mathematics (Hildebrandt)	42

Addressograph

## Alumni

Number of plates (apprx.) 4400

Times used

Entirely

Alumni 3

Montclair 2

Portions 5

## Principals and superintendents

Number of plates 425

Times used

Registrar's Office 6

President's Office 3

[illegible]

The above is the number of copies of each as follows:



Alumni

## Meetings

Association	Approx. No. Attending
Nov. 9 Atlantic City Breakfast	58
Nov. 16 Trenton Game	300
Dec. 3 Senior Alumni Formal	220
Feb. 28 Alumni-Faculty Party	200
Apr. 25 Alumni Formal	186
May 10 Annual Meeting	50

## Executive

In Russ	2 meetings
In Mrs. Carter's Office	1 "
At Dr. McMurray's	2 "

## Publicity

Montclarion (two issues)	No. of 7,806
Notices of meetings	" " 7,800
Letters	310

## Information

Letter and Telephone Requests	155
-------------------------------	-----

Section

Section 101.1 (a)

101.1  
101.2  
101.3  
101.4  
101.5  
101.6

Section 101.1 (b)  
101.1 (b) (1)  
101.1 (b) (2)  
101.1 (b) (3)  
101.1 (b) (4)  
101.1 (b) (5)  
101.1 (b) (6)

Section

Section 101.1 (c)  
101.1 (c) (1)  
101.1 (c) (2)  
101.1 (c) (3)

Section

Section 101.1 (d)  
101.1 (d) (1)  
101.1 (d) (2)

Section 101.1 (e)

Section

Section 101.1 (f)

COMPARATIVE SCORES, SENIOR, JUNIOR, SOPHOMORE, FRESHMAN CLASSES  
ON COOPERATIVE TESTS, SPRING, 1940.

ENGLISH TEST

	Sophomore	Freshman	Sophomore	Junior	Senior
	Norm				
Low score	36	42	50	47	42
10 percentile	48	57.4	59	61.3	58.2
25 percentile	53	62.2	62.4	65.4	63.4
median	60	67.8	67.3	70.6	71.2
75 percentile	72.5	73.8	72.6	75.6	78.7
90 percentile	73	78.4	78	79.8	87
High Score	102	91	90	94	97

Norm derived from scores of 10534 sophomores in  
99 colleges.

GENERAL CULTURE TEST

	Sophomore	Freshman	Sophomore	Junior	Senior
	Norm				
Low score	45	96	143	113	137
10 percentile	91	176.8	180.2	203.4	195
25 percentile	125	214.9	225.7	233.9	228.3
median	167	253	252.8	268.8	270.5
75 percentile	214	284.4	286	307.7	299
90 percentile	257	317.7	321.1	338.8	351.6
High Score	430	382	410	428	410

Norm derived from scores of 6083 sophomores in 76 colleges.

CONTEMPORARY AFFAIRS TEST

	Sophomore	Freshman	Sophomore	Junior	Senior
	Norm				
Low score	17	37	40	48	15
10 percentile	42	75.9	90.8	86.8	84
25 percentile	62	101.4	105.1	110.6	110.4
median	84	122.4	124.5	134.4	132
75 percentile	109	148.1	158.4	162.1	154
90 percentile	136	184.3	170.8	181.7	178
High Score	260	223	233	246	245

Norm derived from scores of 5589 sophomores in 71 colleges.

1990		1991		1992		1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035		2036		2037		2038		2039		2040		2041		2042		2043		2044		2045		2046		2047		2048		2049		2050		2051		2052		2053		2054		2055		2056		2057		2058		2059		2060		2061		2062		2063		2064		2065		2066		2067		2068		2069		2070		2071		2072		2073		2074		2075		2076		2077		2078		2079		2080		2081		2082		2083		2084		2085		2086		2087		2088		2089		2090		2091		2092		2093		2094		2095		2096		2097		2098		2099		2100		2101		2102		2103		2104		2105		2106		2107		2108		2109		2110		2111		2112		2113		2114		2115		2116		2117		2118		2119		2120		2121		2122		2123		2124		2125		2126		2127		2128		2129		2130		2131		2132		2133		2134		2135		2136		2137		2138		2139		2140		2141		2142		2143		2144		2145		2146		2147		2148		2149		2150		2151		2152		2153		2154		2155		2156		2157		2158		2159		2160		2161		2162		2163		2164		2165		2166		2167		2168		2169		2170		2171		2172		2173		2174		2175		2176		2177		2178		2179		2180		2181		2182		2183		2184		2185		2186		2187		2188		2189		2190		2191		2192		2193		2194		2195		2196		2197		2198		2199		2200		2201		2202		2203		2204		2205		2206		2207		2208		2209		2210		2211		2212		2213		2214		2215		2216		2217		2218		2219		2220		2221		2222		2223		2224		2225		2226		2227		2228		2229		2230		2231		2232		2233		2234		2235		2236		2237		2238		2239		2240		2241		2242		2243		2244		2245		2246		2247		2248		2249		2250		2251		2252		2253		2254		2255		2256		2257		2258		2259		2260		2261		2262		2263		2264		2265		2266		2267		2268		2269		2270		2271		2272		2273		2274		2275		2276		2277		2278		2279		2280		2281		2282		2283		2284		2285		2286		2287		2288		2289		2290		2291		2292		2293		2294		2295		2296		2297		2298		2299		2300		2301		2302		2303		2304		2305		2306		2307		2308		2309		2310		2311		2312		2313		2314		2315		2316		2317		2318		2319		2320		2321		2322		2323		2324		2325		2326		2327		2328		2329		2330		2331		2332		2333		2334		2335		2336		2337		2338		2339		2340		2341		2342		2343		2344		2345		2346		2347		2348		2349		2350		2351		2352		2353		2354		2355		2356		2357		2358		2359		2360		2361		2362		2363		2364		2365		2366		2367		2368		2369		2370		2371		2372		2373		2374		2375		2376		2377		2378		2379		2380		2381		2382		2383		2384		2385		2386		2387		2388		2389		2390		2391		2392		2393		2394		2395		2396		2397		2398		2399		2400		2401		2402		2403		2404		2405		2406		2407		2408		2409		2410		2411		2412		2413		2414		2415		2416		2417		2418		2419		2420		2421		2422		2423		2424		2425		2426		2427		2428		2429		2430		2431		2432		2433		2434		2435		2436		2437		2438		2439		2440		2441		2442	
------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--

Comparative Percentile Scores, Cooperative Tests, 1940

English

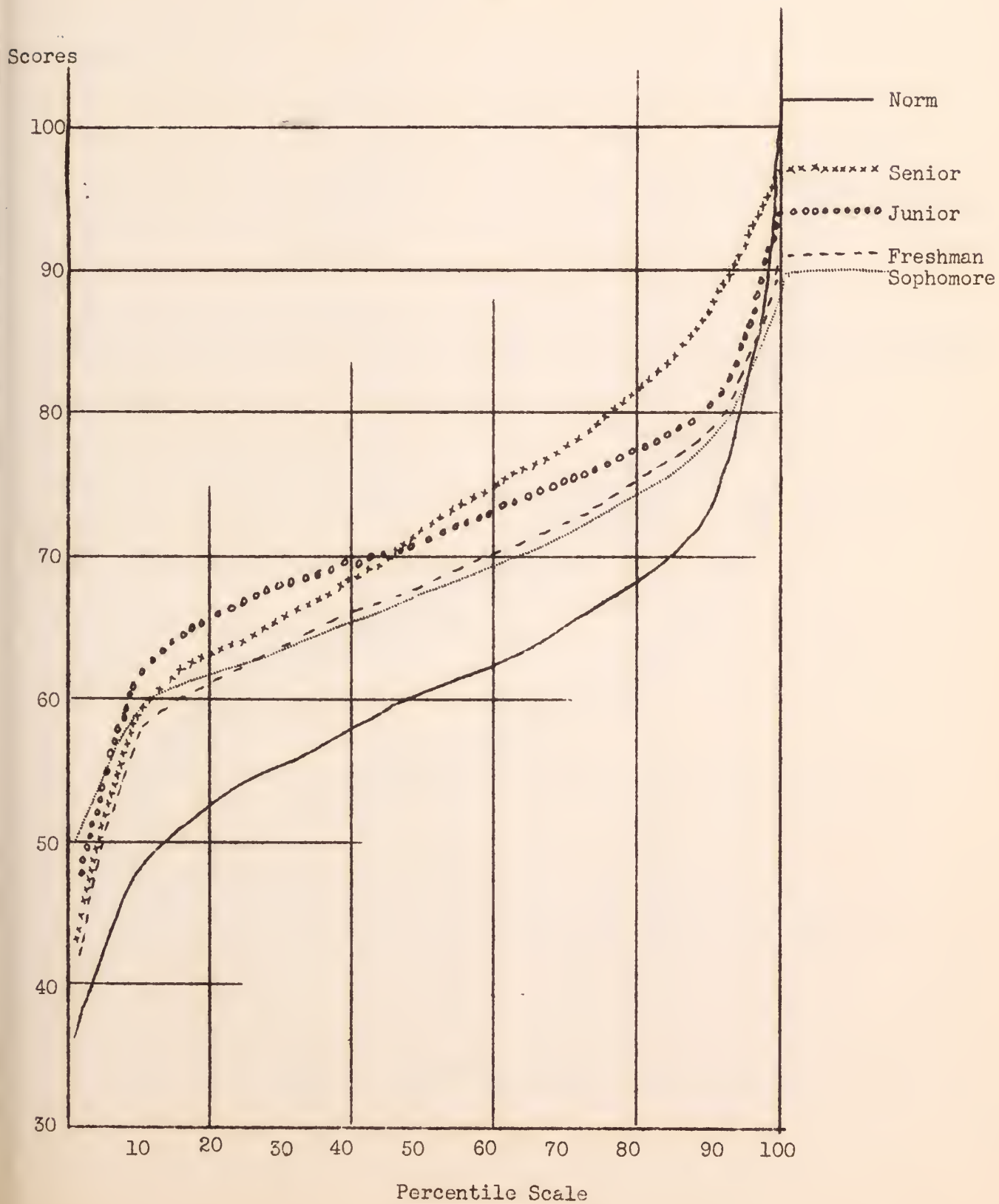


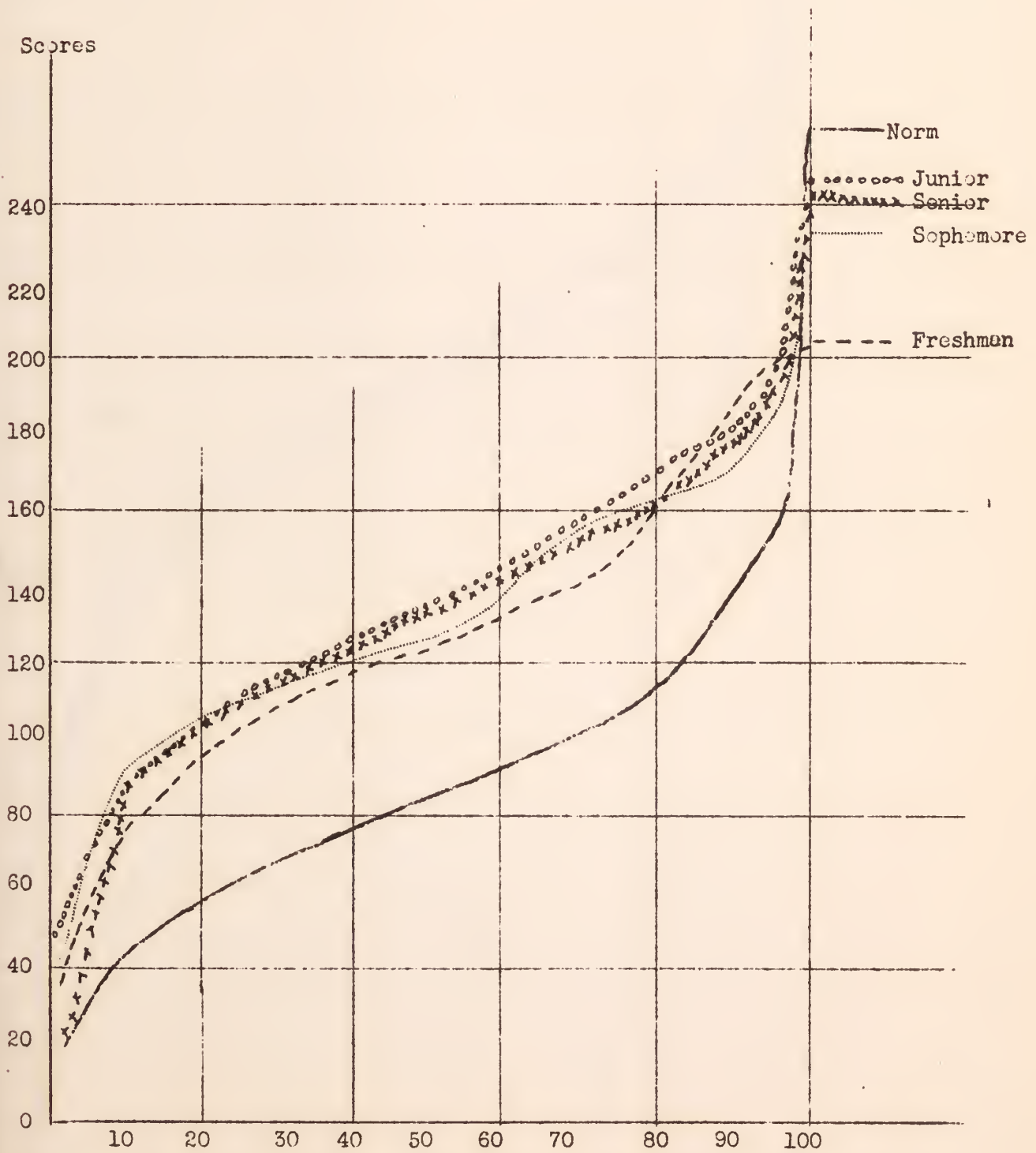


Fig. 1



Comparative Percentile Scores, Cooperative Tests, 1940

Contemporary Affairs

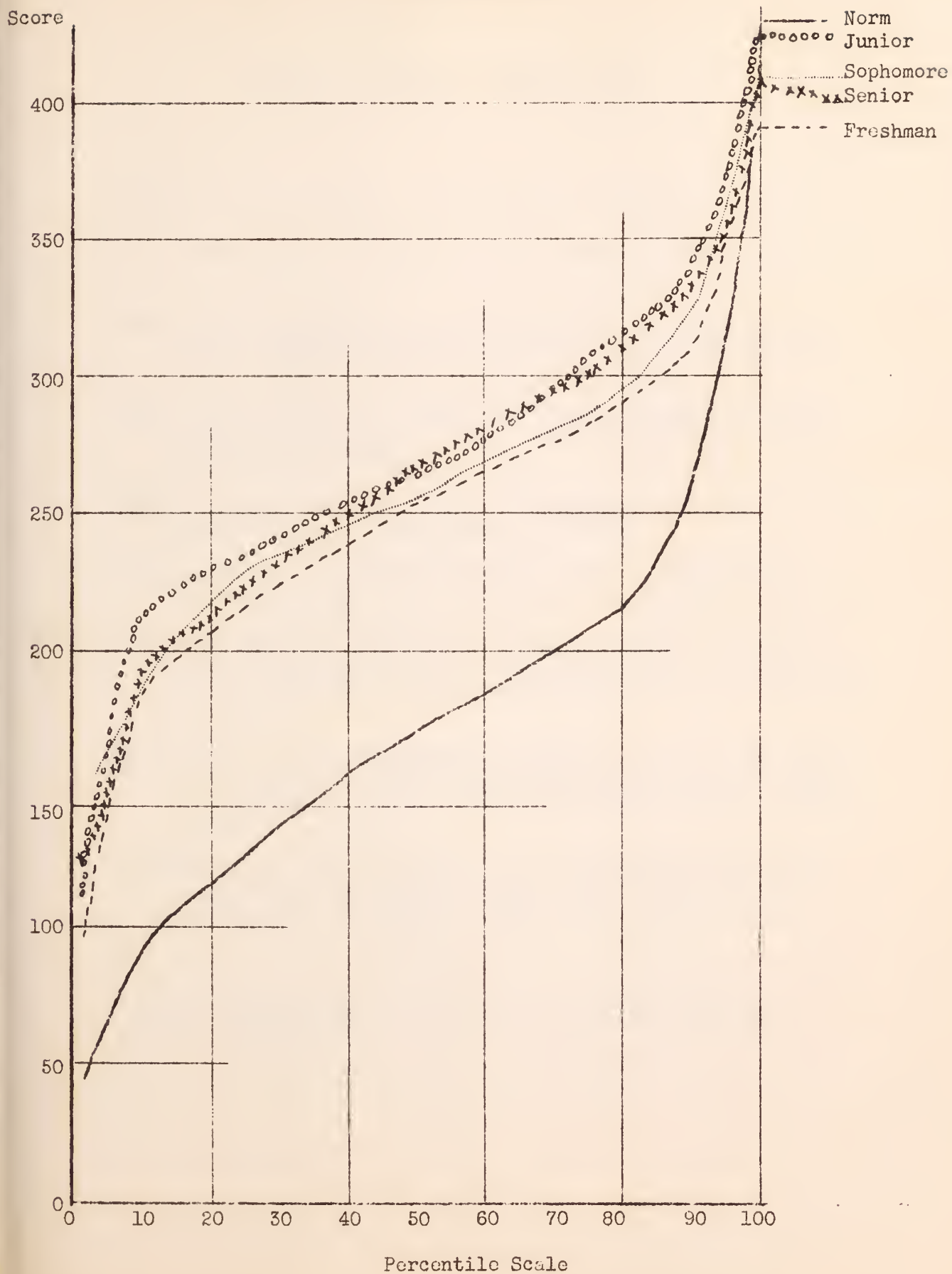


ARTICLE



# Comparative Percentile Scores, Cooperative Tests, 1940

## General Culture







85

## NATIONAL TEACHER'S EXAMINATIONS

Excerpts from the report of the National Committee of Teacher  
examinations -- preliminary forms used during November, 1940:

"The students taking the test of Effectiveness of Expression show a superior performance; in fact, the average for one of the groups is exceeded only by one graduate group.

"The seniors taking the French test, likewise, show a superior performance for their average scores are exceeded only by three graduate groups.

"On the Latin and Spanish tests, the averages are typical of groups having the same amount of training.

"The performance on the Social Studies test is above average for both groups; one of the groups is definitely superior.

"The performance on the test of Education and Social Policy is considerably above average for undergraduates; this average score is exceeded only by graduate groups and one other group of seniors.

"The scores made on the Biological Science test are considerably above average; in fact, only graduate groups and one highly selected New York city college group achieve higher average scores."

In Mathematics: "Your seniors show an outstanding performance on this test, for only one other highly selected group achieves higher average scores."

If you are interested in details, you may secure the report from Mr. Jackson.

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

... of the ...

26

COOPERATIVE GENERAL CULTURE TEST · EXPERIMENTAL FORMS 3, 4, 5  
 MEDIAN RAW SCORES MADE BY COLLEGES PARTICIPATING IN THE DECEMBER 1940 TRYOUT  
 Answers Recorded on Separate Answer Sheets

College	Yr.	Total					
		Form 3		Form 4		Form 5	
		No.	Mdn.	No.	Mdn.	No.	Mdn.
An Iowa co-educational junior college	Fr.	21	83.2	22	69.5	17	83.0
An Iowa co-educational junior college	So.	14	86.0	12	75.5	16	89.0
A large eastern co-educational university	So.	16	117.5	15	116.0	15	110.0
An eastern men's college: Catholic	So.	29	114.8	30	125.0	30	132.0
An eastern women's college: Catholic	Jr.	25	76.0	25	80.8	22	78.5
An eastern men's university: Catholic	Jr.	45	92.2	30	90.0	28	99.5
An eastern women's college: Catholic	Jr.	8	109.5	10	113.5	10	76.0
An eastern men's college: Catholic	Jr.	17	82.0	15	120.0	15	100.0
An eastern co-educational state teachers college	Jr.	33	90.0	33	95.8	33	111.0
An eastern co-educational college: Presbyterian	Jr.	23	95.0	23	99.0	24	122.0
A mid-western co-educational college: Methodist	Jr.	15	127.0	13	88.2	16	110.5
An eastern women's college: Catholic	Jr.	16	105.0	17	115.2	14	120.5
An eastern women's college: Catholic	Jr.	18	113.5	18	120.8	18	108.5
An eastern women's college: Presbyterian	Jr.	20	96.0	20	107.5	21	148.0
An eastern co-educational state teachers college	Jr.	3	97.0	8	108.0	3	167.0
An eastern men's college: Presbyterian	So. Jr.	23	148.0	14	155.0	15	170.0
*An eastern co-educational state teachers college	Sr.	49	146.0	49	167.0	49	170.7
An eastern women's college: Catholic	Sr.	21	84.0	23	73.0	24	92.0
An eastern men's college: Catholic	Sr.	2	127.0	2	144.5	2	127.0

COOPERATIVE TEST SERVICE  
 15 Amsterdam Avenue, New York, New York  
 January 6, 1941



215812

Library, New Jersey State Teachers College, Montclair.  
ANNUAL REPORT TO COLLEGE PRESIDENT. July 1, 1940 - June 30, 1941.

STATISTICS OF GROWTH. Figures include cataloged pamphlets.

	In main collection	In Textbook Exhibit	Total, Main Library	In H.S. Library	Grand total
July 1, 1940	35605	2522	38127	3952	42079
Additions, fiscal year 1940-41	3486	255	3741	302	4043
Withdrawals	1688	105	1793	865	2658
Net gain or loss.	1798 gain	150 gain	1948 gain	563 loss	1385 gain

In library July 1, 1941	37403	2672	40075	3389	43464
----------------------------	-------	------	-------	------	-------

Cataloged pamphlets in grand total, 5549  
These are about 13% of main library collection.

Duplicate copies in main library collection, 12030.  
In July 1940, duplicates were 31.3% of total  
In July 1941, duplicates were 27% of total

3. STATISTICS OF USE. No record is kept of books used inside library.

Loans from Main library, Books and pamphlets.		High School library.	
Reserve books	22361	Books & pamphlets	7054
Non-reserve books	<u>51800</u>	College catalogs	<u>412</u>
Total	74161	Total	7466

Grand total, both libraries 81,627.

In addition there were numerous unrecorded loans from **Vertical** files.

COMPARISON OF CIRCULATION WITH OTHER COLLEGES. (High school loans are not included)

It is impossible to make an accurate comparison, for our totals include loans to Faculty, and the figures given below (taken from Branscomb's "Teaching with books") apparently apply only to loans to students. Also, Extension students use library less than regular ones. To get a rough comparison, I have counted Faculty with students and have counted four Extension and Summer school students equal to one regular student. Next year we plan to keep Faculty loans separate.





For estimating per capita circulation, following figures were used:

Regular students, 1940/41: 667, first semester;	
655, incl. 3 new ones second semester	670
Faculty and Office staff. Taken from list of	
addresses, Spring 1941,	86
Faculty 71, Office staff 15.	
Extension students	767
Summer school, 1940, including	
some persons also in Extension	<u>503</u>
	1270
One-fourth of 1270 (see note above)	<u>317</u>
Approximate total, users of library	1073

\*\*\*\*\*

per capita loans, Montclair

Total loans, main library 74161; or, 69 loans per capita.  
Total non-reserve loans, 51800; or, 48 non-reserve loans per capita.

per capita loans, other colleges

Figures are from "Teaching with Books" by H. Branscomb, in class 027.7. He gives sources for his figures, and fuller details. Where semester figures are given in Branscomb they are multiplied by 2 in following comparison. The fact that our figures include Summer School makes an inaccuracy in our favor; but this would not affect the totals greatly. This whole comparison is only approximate.

non-reserve per capita loans, 35 colleges. These were of varying type and excellence.  
(see Branscomb p. 17)

Minimum, 3.6 loans; maximum, 32.7 loans, per student in a year.

Average, 2 semesters 11.1 books

Montclair State Teachers college,  
2 semesters and Summer school 48

In Branscomb, p. 18 are loan figures for 7 liberal arts colleges, which may be compared with Montclair.

Comparison of all loans per year, 55 colleges and universities. (See Branscomb p.26)

55 institutions, average per capita loans, one year, range from 10.28 to 13.86 vols.

Montclair - 69 vols.

No comparisons are given here on reserve books only, because Montclair does not count use inside the library; and other libraries, with closed reserve studies, may do so.



# STATISTICS OF LOSS.

The following table shows the book losses for the last 5 years. Pamphlet losses are not reported here, because at this time, (July 1941) the inventory of pamphlets is not completed.

Books lost in year ending June 30

- 1936 - 351
- 1937 - 256
- 1938 - 303
- 1939 - 231 - This year inventory was only partial.
- 1940 - 362 - This includes losses for 2 years in some classes.
- 1941 - 241 - The number of losses for this year will be reduced by finding some books, probably to 215 or less.

The last year was the only one when a person was kept at the door all the time to examine all books going out. Still, it does not differ enormously from the losses for 1937 and 1938.

# STATISTICS OF EXPENDITURE.

Figures for 1940/41 are not complete. These will be filled in later. Figures for preceding year are given, for comparison.

1939/40	Salaries	Wages (except S.School)	Books	Periodicals	Binding	Supplies & Misc. Incl. L.C.cards
	State \$9525 S.m. School about \$160	N.Y.A. \$1434 W.P.A. \$6000 estimate College funds \$61	State \$3003 Carnegie about \$2000	\$448	\$147	\$1038
ls, 9/40	\$9685	\$7495	\$5003	\$448	\$147	\$1038
id total . N.Y.A W.P.A. /40 ,816						
0/41	To be filled in later S.School \$260	N.Y.A <sup>fill in later</sup> W.P.A. \$5500 estimate. College funds \$150	State \$5000 Carnegie about \$2000	\$635	\$275	Fill in later





# STAFF MEMBERS 1940/41

Main library: Zaidee Brown, Librarian.  
Margaret G. Cook, Assistant Librarian.  
Anne Banks Cridlebaugh, Head of Loan Desk.  
Mrs. Lili Heimers, Head of Visual Aids Service.

College High School Mrs Mollie Chadwick Winchester, Librarian.

## STUDENT ASSISTANTS, 1940/41

### Summer School, 1940.

a - Paid in cash: Leo McMillen 56.80  
Rosemary Sullivan 80.00

b - Worked for tuition  
Lois Ensminger 90 hrs. 36.00  
Ray Faltings 60 " 24.00  
Nellie Harris 132.5 53.00  
(Rec'd also Dormitory use)  
Wm. Lunn 60 hrs 24.00  
Dorris Twaddell 30 " 12.00

Total cost of student help in Summer School, cash,  
tuition and dormitory 285.80

In 1940 we had also the usual staff of 8 to 10 W.P.A. workers  
during Summer School.

### College year, 1940/41. N.Y.A. assistants -

These worked 7 hrs. a week, unless otherwise recorded.

#### For whole year

Jannice Albert  
Robert Beckwith  
Shirley Fahn  
John Frascatore, 5 hrs. Library; 2 hrs. Music.  
Evelyn Kronke.  
George Wm. Lunn

Dolores Mellberg  
Sylvia Merlin  
Jennie Polizzi  
Syrrell Shapiro  
Anita Snell  
Rosemary Sullivan

#### For 1st semester only

Frank Grate  
Patricia Mullen  
Beatrice Rosenberg

#### For 2nd semester only.

Charles Benz - Began May 1.  
Dorothy Clausen - 4 hrs. Library; 3 hrs. Phys. ed.  
Edith Cooper  
Ben Corning  
Mildred Ferraro  
Vernell McCarroll  
Helen McHugh - Began May 1.  
Antoinette Miccle  
Frank Scardilli - Feb. 1 to May 1.  
Frank Scardilli - Feb 1, to May 1.

### In College H.S. Library

Murel Burdett, a graduate student, both semesters. Paid by tuition.  
Grace Hunt, graduate student - 2nd semester only. Paid by tuition. Miss Hunt  
worked also in main library.



## W. P. A. assistants. 1940/41

Not all worked the entire year. We have no record of their time except as given below. The number working at one time usually ranged from 8 to 11.

Mrs. G. Bunce	Dec 1940 - June 30, 1941.
Warren Doremus	Feb. - Apr. 1941
Charles Ibbotson	Jan 28 - June 27, 1941.
Mabel Hand	Worked most of year
Mrs. Anne Elizabeth Jordan	Worked most of year.
Lucy Leva	Dec 1940- June 1941.
Mrs. Irene E. McCloud	Nov. 15, 1940 - June 27, 1941.
Joseph McDonald	Worked only a few weeks.
Harold Meinzer	Worked most of year.
Caroline F. Mills	Worked only in June 1941.
Rose Montessano	Worked all the year.
Carmella Mottillo	July - Dec. 1940.
Margaret Stevenson	Worked all yr. except 5 or six weeks in the spring.

## HIGH SCHOOL LIBRARY

A report by the H. S. Librarian is appended to this report.

## VISUAL AIDS SERVICE.

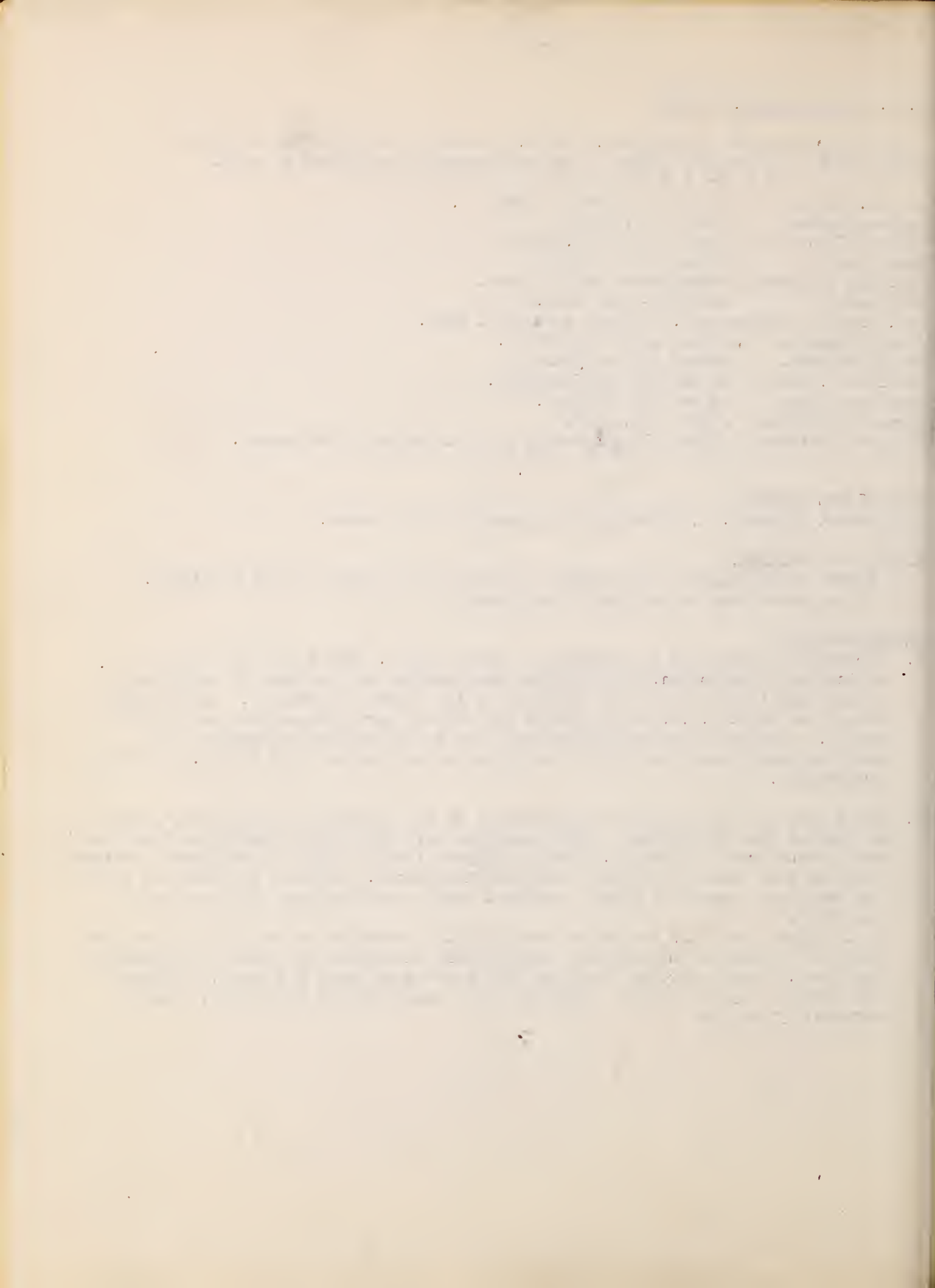
A report by the head of this service has already been given to the President.

A duplicate copy is on file in the library.

## RECOMMENDATIONS.

1. A permanent typist and stenographer is badly needed. The W.P.A and N.Y.A. assistants change often, they require much teaching and revision of work, and at any time their help may be withdrawn by the Federal government. In June 1941 six of the eight W.P.A. assistants in the library were dropped with only a day's notice. A staff typist would save much time in the catalog department, and would be some protection against the piling up of clerical work if W.P.A. workers are dropped.
2. Books that are out of date, or superseded, or not likely to be used here, should be removed from the library. The librarians have kept up the removal of "dead wood" with advice from the Faculty. During the year 1940/41, 1793 volumes were withdrawn from the main library; and 865, from the High School. However, a systematic search for books not needed, by Faculty members, would eliminate many that now stay on unnoticed.

I suggest that this matter be brought to the attention of the Council, and that heads of departments be asked to report within six months, on books that should be withdrawn. Each department head can divide the work among his staff. Probably the easiest way to discover the books is to read the card shelf-list, which is arranged by classes.





3. Adequate stack lights should be installed in the south aisle on the main floor, where the new shelves were put in the spring, and throughout the upper floor.
4. Instruction in the use of the library is to be resumed in the fall, with some lessons to be given by Mrs. Winchester, the High School librarian. A diagnostic test, written by Louis Shores, the librarian of George Peabody Teachers College, is to be given to entering Freshmen, and those making a good score will be excused from part or all of the library lessons. As this test is intended for the High School level, students should have a very good score to be excused. We think the test will also increase interest in the lessons by showing students how much they do not know.

Mrs. Winchester already has a full schedule with her library work, teaching art in the 7th grade, and helping in various extra-curricular activities.

When I gave library lessons, a very time-consuming part of the work was arranging the schedule for classes, keeping records of practice work handed in by each student, pursuing students for work not completed, and so on. This is much more difficult for a librarian than for a classroom teacher, who is meeting students constantly.

I suggest that this year the Faculty members in whose classes the lessons are given be asked to take charge of scheduling the lessons, giving out and receiving practice work, revising it with advice from Mrs. Winchester, seeing that students make up back work, and so on. The satisfactory completion of the practice work should be part of the required work of the course, kept in the teacher's class-book. The instructor should always be present when Mrs. Winchester gives a lesson, to understand work assigned.

As active cooperation of the Faculty in library instruction is a new thing, the request for it should come from the President or the Dean. It might be well to form a committee from the English and Social Studies departments, to work out the best schedule, and plan for follow-up work in other classes. Such a Committee might succeed better than I have in getting the cooperation of the whole Faculty in giving more suggestions and advice on how to find material in the library. It might prepare short lists of reference books related to the work of each department, and ask members of each department to discuss these with students and suggest their use whenever they would help on a class assignment.

Since the classes above the Freshmen have had no library instruction, the Committee might consider plans for some lessons there. This could be done after the Freshman schedule is settled. In the upper classes, it might be possible to make the teaching center round a topic the





student is investigating, perhaps for a term paper. A diagnostic test given to the three upper classes would show their needs, and probably enlist their interest.

The library lessons that I gave failed in adequate return for the time spent on them because the Faculty seldom recalled to students' minds the information given, or suggested the use of specific library aids in connection with class assignments. The Faculty members can do much more than a librarian from outside to train students in research methods and knowledge of reference books. Since instruction is to be resumed, I urge that the President and Dean secure active cooperation of the Faculty.

5. A Faculty Committee on the Library is found in many colleges and universities. Some universities have a student committee on the Library. I have no experience with such committees, but it might be well to consider their desirability here, to aid the librarian in making decisions, to secure a closer relation between the library and the rest of the college, and to increase interest in the library.
6. A rental collection for books that are required reading has been very successful in some colleges. I have advocated this in the past, but we had no fund to make the initial purchase. Later, the books pay for themselves and thru rentals can earn by degrees a revolving fund for future purchases. Such a collection lessens the use of library money for duplicate copies, and makes many more copies available to students. Details are available in library literature.

Respectfully submitted,

*Zaidee Brown, Librarian*



94

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR  
COLLEGE LIBRARY

VISUAL AIDS SERVICE

ANNUAL REPORT, July 1, 1941

During the twelve months from July 1, 1940 to July 1, 1941, the program of the Visual Aids Service of the College Library developed a group of activities, substantiated by the following facts and statistics:

1-CATALOGUES VISUAL AND TEACHING AIDS, not including pamphlets in boxes:

1940	1941
825	2027

1202 additions made during the year.

2-Over 1000 subject headings in visual aids card index, ranging from Abrasives to Zola.

3-Mail dealing with acquisition of visual and teaching aids received and sent (exclusive of personal contacts established and lists sent)

1940	1941
Feb. 897	194
March 510	300
April 430	254
May 626	223
June 434	271
2897	1242

The decrease during 1941 is due to the fact that the majority of the material acquired by the Visual Aids Service was received during the year 1940. It is now necessary only to check current lists.

4-PAMPHLETS DISTRIBUTED to faculty members and their classes and to undergraduate and graduate students: 6255 from 59 different agencies. Material is now on hand also for distribution to summer school students.

5-USES MADE OF VISUAL AND TEACHING AIDS

A-CIRCULATION

1940	1941
Jan.-----	69
Feb. 19	123
March 116	241
April 124	248
May 67	197
326	878

B-HELP given individual students, both graduate and undergraduate (often more than once to each student, and exclusive of summer school 1940), from September to June:

1940---301	1941---752
------------	------------

C-SUMMER SCHOOL 1940-Talks on visual aids to classes :42

As a consequence of these talks, presenting the possibilities of using our lists, borrowing materials, etc., work was undertaken with 214 summer school students, helping many of them to enrich their teaching in elementary, junior and senior high school during the past winter.





NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Sheet 2-

During summer school there was much occasion to help teachers plan and to help them prepare themselves to teach subjects they had previously dreaded to tackle; for instance:

One grade teacher\$, who is particularly interested in biology, has to teach English and music; it was soon apparent that she dreaded this particularly, as she felt herself unprepared. Building upon the songbook she has to use, she was shown visual aids that integrate music with social studies, with home economics, with English, with puppetry, with mathematics, etc., and this young lady was able to look forward to a happier and easier winter of teaching.

In another case a teacher in a junior high school in this vicinity had just been promoted to the principalship of the junior high school. He wished to prepare himself to be able to present to his former colleagues, now the teachers he was directing, the real value of teaching with films, how to lead up to such teaching by using other visual aids, and where to find suitable films. At the end of the summer he felt he had achieved his objective.

In a third instance a teacher in junior high school was required to teach the use of the library, a subject which both the youngsters and teachers who had formerly taught the subject, dreaded. She was introduced to the librarians, who put much valuable material at her command, and then studied in the Visual Aids Service the various sets of library charts available for just this purpose. She was happy to know that she might borrow these sets from us in case her school is unable to buy them.

Many of the teachers in 1940 summer school spent hours working out their curriculum in the Visual Aids Service, and made wide use of the index.

#### 6-USE MADE OF THE VISUAL AIDS CARD INDEX

- 1- Students and faculty members daily use the card index to find material suitable for individual reports, etc.
- 2- Advice is given from this index in answer to inquiries from many parts of the country.
- 3- The following visual aids lists were prepared from these cards:
  - Visual aids in the realm of chemistry.
  - Pan-Americana
  - Safety education
  - Visual aids in the realm of biology.
  - Problems of American democracy.

On July 1, 1941 the following visual aids lists are ready to type:

- Health education-Booth.
- Music-McEachern
- English-Pollock
- Mathematics-Hildebrandt
- Visual aids-supplement one-James-Heimers
- Chemistry revision 1941-Reed.



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Sheet 3-

USE MADE OF VISUAL AIDS LISTS

A-Undergraduate, extension and graduate students receive visual aids lists free upon application. The seniors use them during the period of practice teaching.

B-Librarians in the public schools of the State of New Jersey receive visual aids lists free upon application.

Number of elementary, junior and senior high schools in New Jersey using the lists:

1940---301

1941---527

C- Curriculum laboratories exchange their publications for our lists. Contacts with educational agencies, state and city boards of education, curriculum laboratories, libraries and museums have been established

1940

1941

38 states

45 states

106 agencies

273 agencies

Canada 5; Australia 1; Portugal 1; Philippines 1; Hawaii 2.

USE MADE OF MACHINES, September 15, 1940 to June 8, 1941

Victor sound projector, 16 mm, used 61 school hours.

Bell & Howell sound projector, 16 mm (new April 1941) used 6 school hours.

Bell & Howell 16 mm silent projector loaned 29 times.

8x2" slide and pictorial projector used 42 school hours.

8mm Bell & Howell movie camera loaned 16 times.

8 mm Bell & Howell film projector, used 21 times.

Photographic darkroom was used 143 school hours by students under supervision of N.Y.A. student Esther Trainer.

Leica camera and exposure meter were used 53 times.

Opaque projectors, which the Visual Aids Service does not possess, were loaned by Professors K.O. Smith, Dr. MacLachlan and Dr. Hadley, when necessary. As much of the material in the Visual Aids Service lends itself to opaque projector use, and as from the freshman year on students are anxious to use visual aids to add to their oral reports, an opaque projector available to them in the Visual Aids Service proper would be a great help.

R C A playback loaned 61 times for more than one school hour.

All visual aids machinery catalogued in the Visual Aids Service was operated by N.Y.A. student Albert Hunter, and volunteers taught by him, or by a high school student.





47

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

9- PLANS

Foreseeing the shortage of help in the Visual Aids Service during the coming school year, plans were this spring discussed (with) with several students who are particularly interested in learning more of the administration of visual aids. At this writing 2 seniors and 2 juniors have expressed the desire to work as apprentices in the Visual Aids Service during the coming school year. In the past already all of them have given much of their time to work with visual aids. It is believed that these four will interest some of their sophomore friends in this work, and by January 1942 some of the members of the entering freshman class.

As in the past, it is hoped that selected students under supervision of heads of departments will continue to work on new visual aids lists, for which there is great demand, or on the revision of old ones. During the school year 1940-1941 25 students have undertaken such work.

The Visual Aids Service has been asked by the National Education Association to publish supplements of the Pan-Americana list in the Journal during the school-year 1941-1942. Preparations for this have already been started. The editor of the Journal has also requested suggestions for articles and articles themselves. Señorita de Escoriza, Dr. Snyder and Dr. Wittmer have been approached.

The Visual Aids Service, helped by advice from the librarians hopes to be able to be of wider help to the students of this institution and to educators throughout the whole country who ask advice.

10-NEEDS

- 1-The most urgent need is for a full time office assistant, other than W.P.A., who is able to type, cut stencils, file, meet the public, help set up exhibits, and assist in taking charge of all needs arising within the Visual Aids Service.
- 2-Fund requested by various faculty members who constantly use films and borrow them from various sources, to pay for loan of such films, or rental, and for transportation charges. \$ 200.00
- 3-Fund for photographic darkroom equipment, (necessary chemicals, mounting materials, etc) so we may continue to teach students how to make 2x2" black and white and Kodachrome slides, and enlarge our collection. \$ 150.00
- 4-Fund for miscellaneous necessities, such as repair of machines, replacement of broken parts, flashbulbs, needles for playback, etc., \$ 150.00
- 5-Various faculty members have requested that room 4 be provided with both bulletin boards and blackboards for demonstration classes.
- 6-Dark shades and electric outlets in one classroom of each department, so that films may be shown in the departments themselves, when room 4 is in use, or conflicts arise.

Respectfully submitted,  
*Eli Heimers*





## COLLEGE HIGH SCHOOL

Report for year 1940 - 1941Developments:

Science and mathematics sections weeded: We have renovated these departments, so most of the books have recent imprint. The same culling of inert material will be done in other classes so soon as funds permit.

Students share own books: Students are encouraged to bring to the library their own new books, lending them for the term. This serves a two-fold purpose -- the borrowed collection indicates the home-background reading, revealing those students whose choice of reading-matter needs redirecting by the Librarian; secondly, the personal contribution and sharing tends to give the lending student a possessive attitude (and better approach) to the school-library.

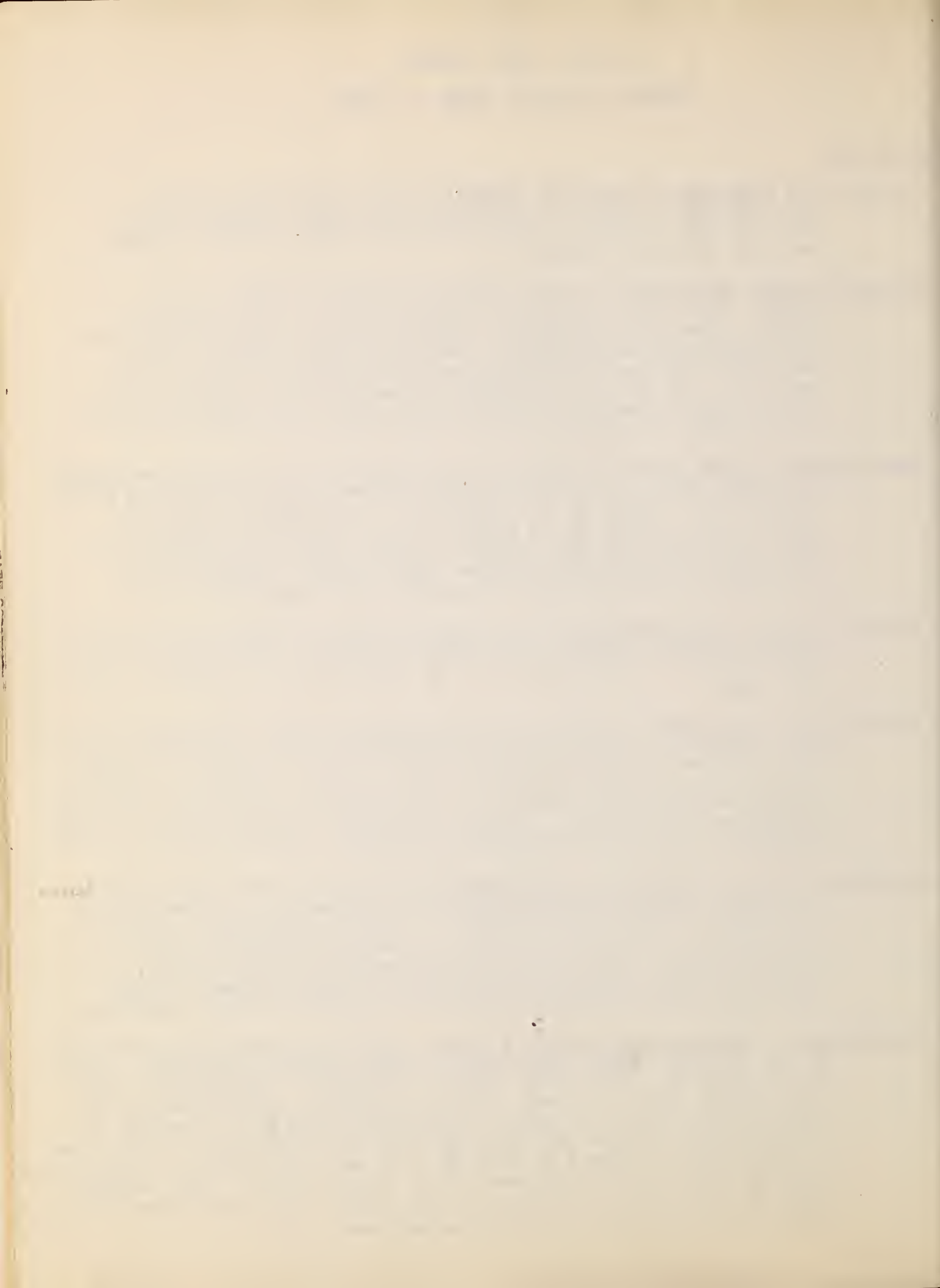
Junior Guild gifts: Further reaches of this generous spirit are expressed by those classes, notably the 8th, that each year, contribute fifty dollars for a boy-girl subscription to the Junior Guild, thus assuring the school of at least two new books each month. As most of these books are fiction the gift permits reallocation of the school fiction fund to more urgent needs. Likewise the Senior Class usually gives its gift to the Library.

College catalogs aid guidance: The college catalog collection now numbers several hundred volumes and is ever-growing. This tends to make the library an important factor in the Guidance program and takes much time.

Study habits corrected: The very small group at College High School permits more individual supervision and opportunity for correcting poor study habits. Also the possibilities of the library as a unifying force are broadened through laboratory hours. "Library laboratory groups come when the need is most immediate and then the Librarian interprets to the group, through clippings, visual aids and books, new horizons for each particular project.

Lantern-slides on historical developments: Thirty-two formal classroom lessons in library use were given during the year and as a class project the students made lantern-slides. One set covered the history of writing, another the history of books and printing. The students showed these slides and explained, from the screen, the place each had in the full development of the subject. These slides have been borrowed by several teachers in other schools.

Integration -- English class makes a book: A project under the supervision of the library, which won attention from visiting teachers, was a book made by the 7th grade English class, Mr. Nickerson's. This was integration at its best, for the students wrote verses in the English department and then illustrated each with an etching, so each child might have several copies of his verse and illustration, and make other copies for binding. One set was bound in red morocco, and presented to Mr. Nickerson. Each student felt a very personal pride in the gracious dignity of this book. Thus, all books receive better care after this creative experience.



College High School,  
Report for year 1940-'41.

Trends:

Library as a guidance center: The trend is away from the library as a recreational room to that of a world of intellectual adventure. Likewise, the librarian's work swings from books as her chief concern, to one of personal guidance, in study, in social affairs, in the serious life experiences of each student.

Recommendations:

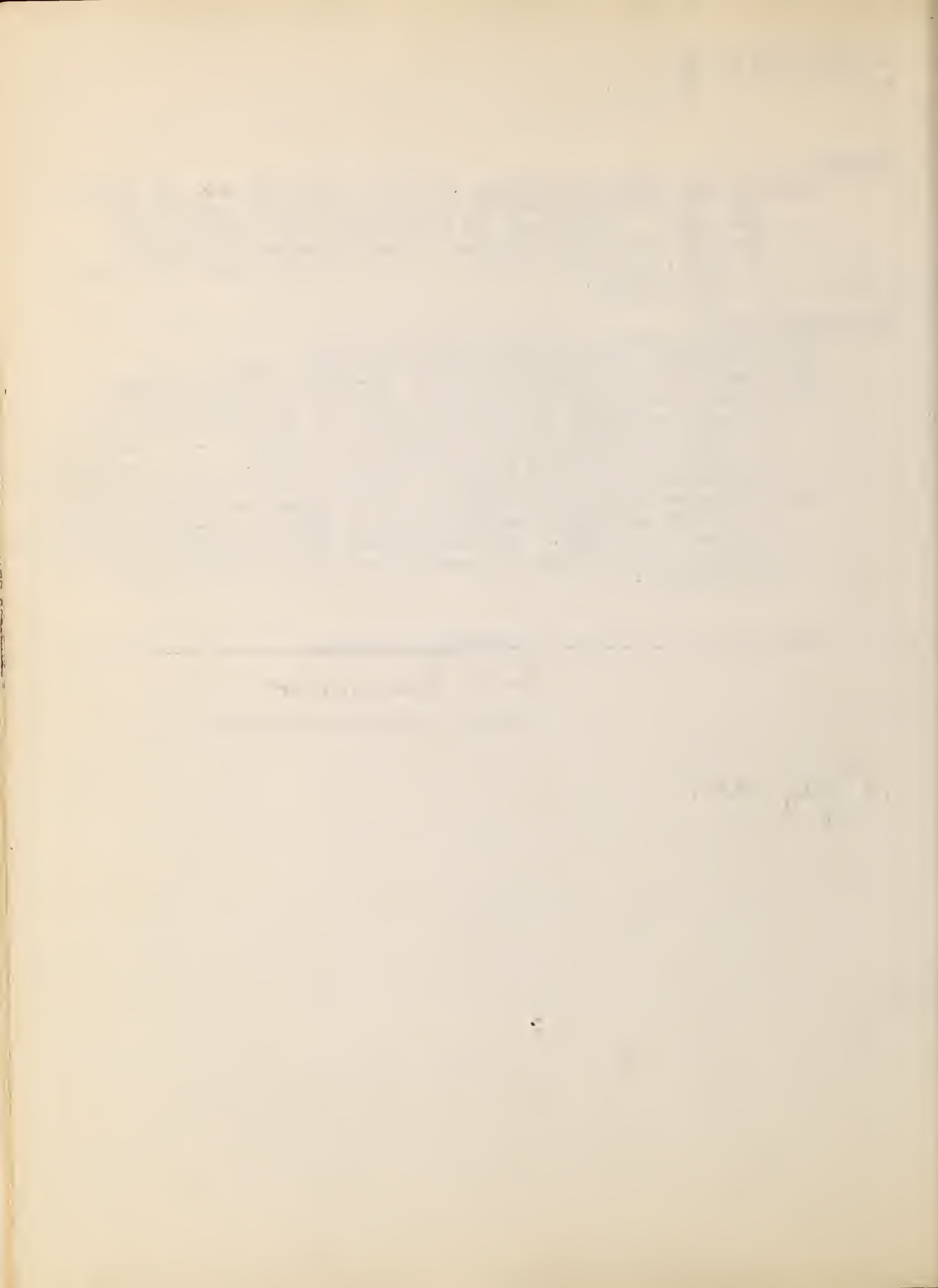
- 1) A speedier method of getting needed books.
- 2) A new section for our long-over-jammed file case.
- 3) The walls of the library at least scrubbed, if not painted.
- 4) A museum floor-case that students may, in passing, learn of current movements in theatre, opera and also of fine bindings, of rare and good books - foreign and domestic -- of the noted typographers, Rogers, Goudy, Nash and others. All these to be assembled and conducted by student-groups under the librarian.
- 5) An increase in funds, enough so new books may be bought, not only to answer curriculum need but also to keep up-to-date, health, science, radio etc. and also to keep gay, colorful and exciting, shelves of new books for recreation, games, travel, biography and fiction.

Respectfully submitted,

M. C. Winchester

College High School Librarian.

17 July 1941





## General Developments

- a. Physical examinations of 881 students
- b. Follow-up of medical recommendations and correction of physical defects found
- c. Improving physical efficiency of individual students referred to medical department from other departments
- d. Tuberculosis survey - Patch test and subsequent chest x-ray where indicated
- e. Hearing tests (Audiometer 4-A) of entire student body
- f. Service rendered to students, faculty and employees:
  1. First Aid Treatments - - 1691
  2. Dormitory care of - - - 195
  3. Issuance of make-up slips for illness - - 1050
- g. Communications with private physicians re: improving physical efficiency of students

## Courses taught during 1940-1941

Freshmen	-	Hygiene and Health	P.E.100	-	4	sections	-	Dr. Wurts
Juniors	-	Health & Health Teaching	- 301 A	1st sem.				Dr. Wurts
		"	"	"		- 301 B	2nd "	Dr. Wurts
C.H.S.	-	Health and Hygiene	- 7th grade	- 1st "				Miss Loucks
"	-	"	"	- 9th "			"	Dr. Wurts
"	-	"	"	- 7th "		- 2nd "		Miss Booth
"	-	"	"	- 9th "		- "	"	Miss Booth

## . Staff and Staff Changes

Miss Kraykowski, student assistant nurse, engaged Sept. 1940  
Miss Loucks resigned January, 1941  
Miss Booth engaged February 6, 1941  
Miss Kraykowski resigned June, 1941

## Studies undertaken in department

- a. Endocrine disturbances: In cooperation with private physicians or clinic, basal metabolism tests made. Periodic consultations re: weight changes and thyroid medication.
- b. Neuro-muscular fatigue: survey of contributory factors; insufficient or improper food, insufficient recreation, insufficient sleep, home conditions.

## Recommendations

- a. Continue policy of student assistant nurse
- b. Closer clinic cooperation for care of self-supporting students
- c. Status of "temporary residents of Montclair" for students living in dormitory, thereby insuring eligibility to clinic facilities at Mountinside
- d. Diagnosis of visual disturbances due to imbalance of eye muscles (use of telebinocular or similar instrument)
- e. Purchase of basal metabolism machine for endocrine studies
- f. Adequate infirmary facilities

Respectfully submitted

*Margaret M. Wurts*



101

ANNUAL REPORT  
of the  
Art Laboratory  
1940-41

ART LABORATORY ATTENDANCE - as of March 11, 1941

For the purpose of estimating attendance, the students were asked to sign their names on an attendance card with a record of time spent working in the Art Laboratory. The week sampled, March 3 to March 7, showed 220 student-hours of attendance. This figure includes both college and high school students.

The total number of students, college and high school, who have thus far availed themselves of the Art Laboratory is 90, 39 of the college, 51 of the high school. In these figures are included the members of three scheduled courses: Art Resources in the Metropolitan Area which meets Wednesdays and Fridays (9 students enrolled); Art period, 9th grade boys (7 students); Art period, 9th grade girls (13 students). The remaining number attend during their free periods and after school.

At the present time, thirteen college students attend the Art Laboratory regularly. Of these, two attend every day, three twice a week, and the others once a week. Of the college students who attended last semester, eight have been unable to continue due to various causes such as work after school, dropping out of school, or change in schedule.

Of the estimated thirty high school students who attend regularly during free time and after school, twenty-five attend at least twice a week, twenty three times a week, and sixteen every day. Many come during lunch hour as well as in free time and after school. The Art Laboratory is open until 5:30.

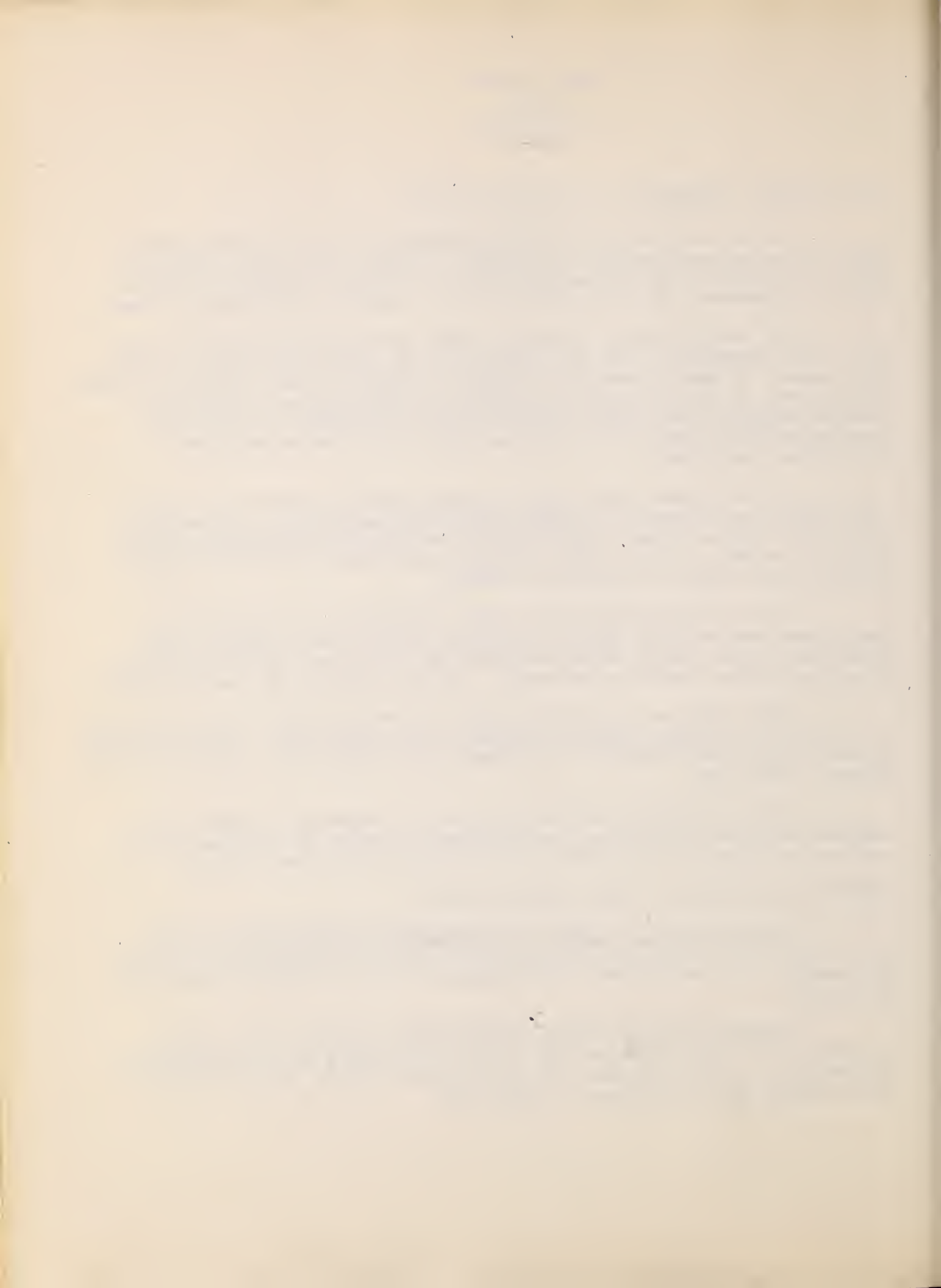
Field trips are a scheduled part of the Art Resources, and are arranged for Saturdays and Sundays whenever possible to allow more time. I have also taken a group of high school students to the Metropolitan Museum in New York and to the Museum of Modern Art.

The Art Laboratory has also been used in consultant capacity by the staffs of the Montclair and of the Quarterly, in design and execution of decorations and posters, and for art work in connection with other subjects.

COURSES GIVEN DURING THE SPRING SEMESTER OF 1941

Elective in Art for girls of the 9th grade in College High. Number of students - 13. This class met once a week, and was conducted as a class in free creative art, the students being encouraged to use as many different media as possible.

Elective in Art for boys of the 9th grade in College High. Number of students - 7. This class met once a week for one hour, and was conducted on the same basis as the preceding. One all day field trip was made to the Metropolitan Museum and to the Museum of Modern Art.





Art Resources in the Metropolitan Community. College elective, with 9 students. The course was given for two points, and met twice a week for one hour. Seven field trips were made requiring extra time; two Saturdays, one Sunday, one Thursday, one Friday were spent on extended trips, in addition to two Wednesday trips. These trips gave the students an extensive first-hand experience of art, old and new, fine and "applied", and brought them into contact with the, for the most part untapped, educational resources of the institutions, shops and galleries visited. The students frequently brought their friends to the class discussions and excursions. The slide collection and the collection of art books in the college library were used throughout the course as a basis of discussion and reports. A series of simple laboratory experiences with color, clay, a carving material, abstract design, linear analysis of projected slides, and the making of a tactile arrangement was an essential part of the work, which aimed at making art a creative experience. In the opinion of the class, this course opened new fields of experience and thought to the students of personal and professional value. I have had a number of inquiries as to whether the course would be given next spring. I would suggest that it be offered again at that time.

#### ACTIVITIES OF THE ART LABORATORY

Upon its inauguration in late November, 1940, the students of the college and college high were invited to come in during their free time to avail themselves of the facilities of the laboratory. Opportunity was offered to work in a large variety of plastic media and to learn the skills that go with such work. In addition to painting, modeling, drawing, carving, etc., the students learned how to build armatures for clay modeling, how to prepare canvas and paper for painting, how to make plaster moulds and casts, and how to work with papier mache, etc.

At the closing of school on June 13, 1941, 120 students had done work in the laboratory. Of this number, 62 were college students and 58 college high students. No record was kept of the number of college students who came to visit the laboratory in connection with integration and methods courses.

#### GENERAL OBJECTIVES OF THE ART LABORATORY

To encourage and help the student to see in art a universal means of communication, a language that he need only study intelligently to be able to understand and use.

To encourage and help the student to overcome the prevalent timorous attitude toward unfamiliar plastic media and means of expression, to thereby enable him to realize his own thoughts and feelings by setting them down on paper, canvas, clay, etc.

To help the student to see his own work critically, that is, in terms of its art qualities. Whenever possible the student was shown similar or contrasting art qualities, or elements, in the work of artists of the past and present. Art history in this way becomes a keenly appreciated personal experience.

To encourage and help the student to see art as something allied to all his own concerns, in and out of school. (Space does not permit giving details).

In order to make the maximum use of the laboratory, it was necessary to allow all those desiring to work, access to the laboratory whenever he or she had free time. It was not feasible to keep certain hours for the different age levels.





103

College students thus found themselves working alongside the younger students of College High. The value of such experience for future secondary school teachers is self-evident. The value works both ways. Our subdivided schools offer too few occasions and situations where younger students work as equals (and in our laboratory sometimes as superiors and helpers) alongside older students.

#### TYPES OF WORK DONE IN THE ART LABORATORY

Free, creative work in the various media was the principal activity.

Art work was done in connection with other school activities such as the making of a large backdrop for a high school play.

Masks were made for the production of "Noah", given by Players, and the large tempera decorations for the Faculty-Alumni party.

Lantern slides were made with colored inks on ground cellophane by Dr. Van Hoy's 9th grade science class.

Mr. Conrad's 10th grade English class worked on paintings, sculpture, and model-making as plastic expression of ideas derived from Dicken's Tale of Two Cities.

Certain mathematical puzzles were painted for Dr. Hildebrandt by one of his students.

Work was done by science students for the improvement of their drawing work in the science laboratory.

Three-dimensional models of biological subjects were made.

Art work was done as projects for literature, social studies, and language courses.

The development and extension of cooperation between the Art Laboratory and other departments of the college may be expected to furnish clues to integration trends in curriculum organization.

#### SUGGESTIONS FOR FURTHER ART COURSES

There are many good reasons for increasing the offerings in art at Montclair. The contribution the arts can make to the formation of teachers with freshness of vision and functioning imaginations is pretty universally recognized. Art is now apparently coming to the fore as a most potent integrative factor in curriculum reorganization. A further reason would be the desire to give those students who have shown they have capacity for work in art the chance to develop their gifts. The introduction of properly orientated courses in the history of American, English, or French Art might be welcomed by the departments interested in the preparation English, French, or History teachers. The art produced by a given age of civilization is one of the best means of making genuine contact with the deepest current of thought and feeling of that age. Such a course of study would enhance and make more profound the students feeling for the literary, political, and social and philosophic currents of a given time.



24

In suggesting further art courses, however, there are other considerations. The curriculum of the student is already a full one. The departments of specialization feel that the student has barely sufficient time to take the courses it considers essential. In his report on a program in the Humanities for Montclair, Dr. Cayley ably points out the advantages that would accrue from the establishment of a minor in fine arts or a combined humanities-fine arts. Until it is decided to offer such a minor, the next best thing would seem to be the granting of full or partial credit for art courses by related major or minor fields of concentration already established. With these factors in mind, two courses might be suggested as filling an immediate need:

1. An Arts Laboratory Course, which would give students who have shown capacity the opportunity to do creative work for college credit. Such credit might be given on the basis of one point of credit for two hours of laboratory work per week. To this course would also be admitted those students desiring to work up an art project in connection with another course. Proportional credit could also be given for such work by the department of specialization.
2. The Arts in Everyday Living. This course would be designed to fill the needs of the general student who desired to make this addition to his experience for the contribution it could make to his personal or professional life. The aim would be to create an increased awareness of the art elements in the visual aspects of living. Laboratory work would provide self-initiated experiences in manipulating the materials and in making the choices inevitable even in the simplest art work. This work would include units on design and color in the home, school, community planning, personal appearance, poster design for school use, and other art problems closely related to the needs of the student. This course ought to have a two hour laboratory period and a one hour discussion period each week. A laboratory fee of one dollar would cover all costs.

Respectfully submitted,

Benjamin Karp





105

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

October 24, 1941

To:

Dr. Harry A. Sprague, Pres.,  
State Teachers College,  
Montclair, N. J.

ANNUAL REPORT OF THE DEPARTMENT OF BUSINESS EDUCATION  
FOR THE COLLEGE YEAR - 1940-41  
-----

Since this is the first annual report submitted by the Department of Business Education, it might be appropriate to trace briefly the history and growth of the department in addition to the submitting of a report for the year 1940-1941.

I. DEPARTMENTAL DEVELOPMENT

A. Curriculum

Business Education was introduced at the Montclair State Teachers College in 1934-1935 as a minor in the Social-Business subjects. Four years later, 1938-1939, the department was organized to provide a major in Business Education and the first freshman class was admitted. At that time, Bookkeeping and Accounting and related subjects were added to the existing Social-Business courses. The combination of Social-Business subjects and the Bookkeeping and Accounting subjects constituted the major in Business Education.

At the present time, therefore, the curriculum offerings of the Department of Business Education consist of a major in the combined field of Social-Business and Accounting, in addition to two minors--one in Social-Business and the other in Accounting.

The required and elective courses for the major in Business Education are as follows:

<u>Number</u>	<u>Course</u>	<u>Cr.</u>
201	Junior Business Training	4
202	Business Law I & II	4
301A	Business Law III	2
301B	Business Org. and Mgmt.	2
302	Salesmanship	4
303	Business Mathematics	4
304	*Marketing	2
405	Bookkeeping & Accounting	4
406	Business Economics	2
407	Principles of Accounting	4
401	The Tch'g. of Bus. Ed.	3
409	*Consumer Education	2
411	*Cost Accounting	2

\*Electives



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Courses numbered 201, 202, 301A, 301B, 302, and 406 constitute the required work for a Social-Business minor of eighteen (18) semester-hours.

Courses numbered 201, 303, 405, 407, and 406 constitute the required work for an Accounting minor of eighteen (18) semester-hours.

In addition, ten (10) weeks of practical business experience is required for the major and the Accounting minor.

In order to further broaden their training the majors in Business Education have elected to take two additional courses in two other departments of the college. These two courses are definitely related to the field of Business Education.

Social Studies	301	Economics	4 cr.
Geography	302	Economic Geography	4 "

B. Faculty

When Business Education was introduced in 1934-1935, Dr. ElRoy Nelson was appointed as instructor. Dr. Nelson remained one year and Mr. F. R. Geigle was appointed as an instructor in 1935-1936. During the first four years of the program, the courses offered in Business Education were not sufficient to provide a full-time teaching program. During this time, therefore, the instructor in Business Education assisted in the Department of Social Studies.

When the first freshman class of Business Education majors was admitted in 1938-1939, the schedule provided a sufficient program for one full-time instructor. In 1939-1940, due to the entrance of the second freshman class, the program necessitated the services of a full-time and part-time instructor. At this time, Dr. Chester C. Carrothers was appointed to take over the part-time requirements.

When the third freshman class was admitted in 1940-1941, the departmental program had increased to the point where two full-time instructors were needed. At this time Mr. Horace J. Sheppard was added to the faculty as a full-time instructor in Business Education.

The permanent staff during the college year 1940-1941 has been as follows:

Assistant Professor Francis R. Geigle, A.M. Head.  
Instructor Horace J. Sheppard, A.M.

C. Enrollment of Majors and Minors, 1936-1941

According to my records the enrollment of Business Education majors and minors has been steadily increasing. The following enrollment figures are evidence of that fact.



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

<u>Year</u>	<u>Majors</u>	<u>Minors</u>
1936-1937	--	80
1937-1938	--	83
1938-1939	28	85
1939-1940	50	85
1940-1941	88	94

The enrollment for 1941-1942, as of this date is as follows:

1941-1942	111	98
-----------	-----	----

II. DEPARTMENTAL DATA FOR 1940-1941

A. Enrollment in Business Education Courses

<u>Course No.</u>	<u>Credits</u>	<u>Title</u>	<u>Enrollment</u>
<u>First Semester</u>			
201	4	Junior Business Training	38
201	4	Junior Business Training	39
301A	2	Business Law III	22
301A	2	Business Law III	18
301B	2	Business Org. and Mgmt.	29
304	2	Marketing	25
401	3	The Teaching of Bus. Ed.	12
405	4	Bookkeeping & Accounting	26
405	4	Bookkeeping & Accounting	31
<u>Second Semester</u>			
202	4	Business Law I & II	30
202	4	Business Law I & II	22
303	4	Business Mathematics	19
303	4	Business Mathematics	25
407	4	Principles of Accounting	28
407	4	Principles of Accounting	16
302	4	Salesmanship	23
406	2	*Business Economics	34

\*This course was offered for the senior Business Education majors and minors during the last six weeks of the college year following the period of practice teaching.

It will be noted that the total number of semester hours of teaching during the first semester was not quite enough to provide full-time teaching for two instructors. As in previous years, one of the instructors assisted in the Department of Social Studies.

The same condition existed during the second semester. But in this case, the extra time was spent in the observation of six (6) Business Education majors who were doing their practice teaching.





NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

B. Enrollment by Classes in Major and Minors

<u>Class</u>	<u>Majors</u>	<u>Accounting Minors</u>	<u>Soc.-Bus. Minors</u>	<u>*Double Minors</u>	<u>**Electives</u>
Freshmen	28				
Sophomores	25	13	14	2	
Juniors	29	18	20	3	
Seniors	6	8	13	3	11
	--	--	--	--	--
Totals	88	39	47	8	11

\*'Double minors' refer to students who have elected to complete both minors in the Department of Business Education with a major in some other department of the College.

\*\*'Electives' refer to students who have elected to take one or more courses in the Department of Business Education.

It will be noted that the figures above coincide with the totals given on page 3. Total majors, 88; total minors, 94. Counting the number of electives (11), the total enrollment in the Department of Business Education for the college year 1940-1941 was 193.

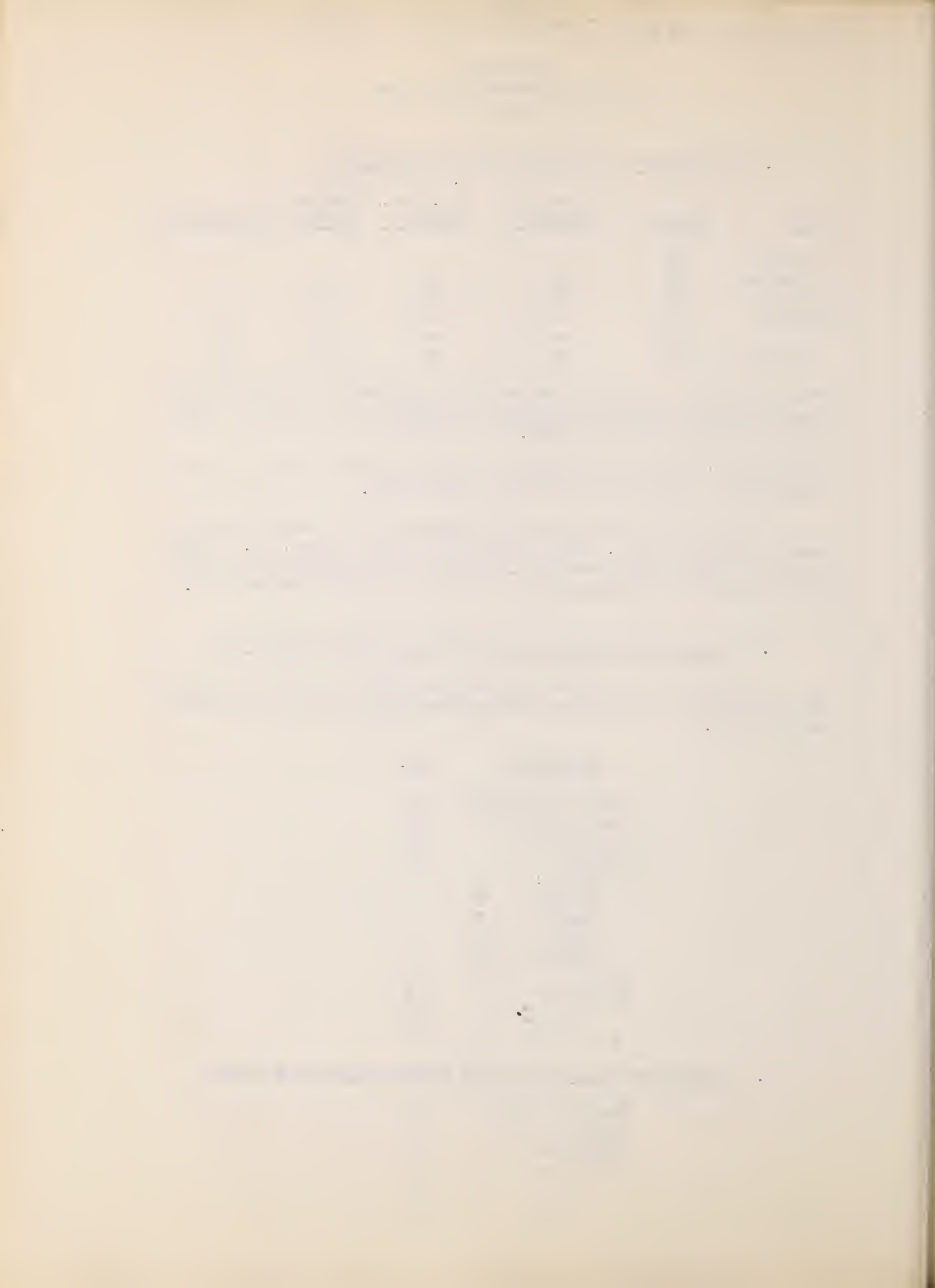
C. Department Minors of the 88 Business Educationn Majors

From the standpoint of placement it is interesting to note the departments in which the Business Education majors have selected their minors.

<u>Department</u>	<u>No.</u>
Physical Education	24
Social Studies	22
Mathematics	13
English	12
Languages:	
French	5
German	1
Latin	1
Spanish	1
Music	5
Geography	4
	--
Total	88

D. Department Majors of the 94 Business Education Minors

Social Studies	45
English	25
Mathematics	18
Languages	6
	--
Total	94



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

III. OTHER DEPARTMENTAL INFORMATION

A. Business Experience

According to the certification requirements of the State of New Jersey, all Business Education majors and Accounting minors are required to obtain at least ten (10) weeks of practical business experience before graduation.

The responsibility of obtaining this experience is usually left to the student, but due to the difficulty of obtaining the necessary experience, the department has always found it necessary to make the business contacts. Some of the majors and minors were able to obtain this experience without the help of the department. In many cases, however, it has been necessary to contact, correspond, and actually visit many business institutions in order to place some of those who could not find a position.

Each student is required to have a regular form filled in by the place of employment. These forms are filed in the department. To date they have shown various types of employment. Many have had considerable experience in office work, including record-keeping, bookkeeping, filing, pay-roll, and general office work. A large number the department has been able to place in clerical positions. In this respect, L. Bamberger & Co., Hahne & Co., Kresge's Department Store, and Ohrbach's of Newark, and R. H. Macy & Co. of New York have been very cooperative and have given part-time clerical employment or summer work to many of our students.

B. Observations

Each major department in the College requires each major to make a certain number of observations of the classes in the College High School. These observations usually begin in the freshman year and continue until the period of practice teaching.

Since the College High School does not include courses in Business Education, the problem of observations for Business Education majors is a serious one. Since there is a degree of similarity between Social-Business subjects and Social Studies, and the methods of teaching are frequently the same, it has been the custom of the department to require the majors to make observations in the College High School in such courses as History, Economics, and in some cases, General Mathematics.

It is obvious, however, that sometime during the three and one-half years the Business Education majors should observe in the subjects they are going to teach. The department is solving this problem in some degree by requesting that senior majors so arrange their program that they may have at least one day a week relatively free from classwork in order to make some observations in their local high schools. A form letter has been prepared to be presented





NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

to the principal when such observations are contemplated. Thus far the system has been working very well. Many of the present seniors have had excellent opportunities to observe in two or three of the local junior high schools and high schools. The cooperation of the schools has been excellent. According to the reports of the seniors, the schools seem glad to have them and welcome the visitation and observation.

This arrangement, however, has its shortcomings. It is impossible to require any large amount of observation. As a result, the required observations of the Business Education department do not approximate the required observations of other departments in the college.

C. Extension and Summer School

The courses offered by the Department of Business Education in extension and summer school have not been very successful.

Of the three courses offered in extension, two did not materialize. Business Law I was offered in Paterson in 1936 and on the college campus in 1937. On both occasions the course did not draw the sufficient number of students. In the fall of 1939, Consumer Education was offered at Hackensack and it drew a sufficient number to warrant its continuance.

The offerings in summer school have likewise been unsuccessful. During the last three summers, two courses have been scheduled each summer and none of them materialized. The courses were as follows:

- 409 Consumer Education
- 401 The Teaching of Bus. Ed. (2)
- 405A Bookkeeping & Accounting
- 202A Business Law I.
- 411 Cost Accounting

IV. RECOMMENDATIONS

1. Due to the increasing enrollment in the Department of Business Education it is recommended that an additional part-time instructor be employed for the year 1941-1942. During the second-semester of 1941-1942, approximately twenty-four (24) seniors will be practice teaching in Business Education. In order that these seniors receive the necessary and proper amount of subject-matter supervision, it is important that the two members of the department be relieved in their full-time teaching program.
2. During the past few years the department has gathered a great deal of material for student use that should be filed in some central location. In addition, the number of student conferences have been gradually increasing,

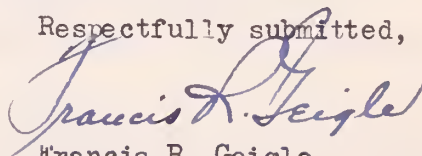


NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

and the necessary correspondence for business experience should be filed for future reference. It is therefore recommended that an office be provided for the use of the department.

3. It is recommended that the Department of Business Education begin to consider a graduate program in Business Education. The failure of extension and summer school courses is partially due to the lack of such a program. During the past few years many teachers in the field have inquired about it, and it is obvious that the college has a definite service to perform.
4. The problem of student observations, as stated above, is a serious problem from the standpoint of the department. It is recommended that some consideration be given toward the adoption of one or two Business Education <sup>courses</sup> in the College High School. Possibly a semester course in Junior Business Training and Bookkeeping would be sufficient and still not seriously interfere with the prescribed objectives and program of the College High School.
5. Around the first of every year a form letter goes out from Dr. Morrison's office to the principals of the public schools, describing the offerings of the various State Teachers Colleges. In the past this letter did not list Business Education as a major at Montclair.. It is recommended that such a listing be made in order to provide the principal with complete information. This should aid Montclair both in placement and in the selection of candidates for entrance in the spring.

Respectfully submitted,



Francis R. Geigle  
Director of Business Education





112

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

July 3, 1941

President Harry A. Sprague

Dear President Sprague:

In response to your request of May 29, I am happy to make the following Annual Report of the Department of English for the College Year 1940-1941.

I. GENERAL DEVELOPMENTS

Perhaps the most important general development in the Department during this year has been in the work in Speech. A new Speech Laboratory has been established and equipped. Dr. Ogg, who has been in charge of this development, has given special help on individual speech problems to a large number of students. During the Fall Semester, for example, she worked with 87 different students during 458 laboratory appointments. Dr. Ogg has also built up the interest in Speech in the Part-Time Division, giving part-time Speech courses during the Fall and Spring Semesters to classes of 18 and 20 respectively.

The new undergraduate curriculum of the Department, which was introduced in 1939, was during 1940-1941 in the second year of its development. To the best of my judgment, the new curriculum is proving very satisfactory. Among its more unusual features are a freshman course in The Language Arts, English 101, and a junior course in Literature for Adolescents, English 301A. Courses given for the first time this year are English 200A, Composition, 200B, Speech, and 202, British and American Fiction from Malory to Lewis.

During the year the Department has set aside time for the supervision of recent Montclair graduates who are teaching English in the secondary schools of New Jersey. Mr. Nickerson has been responsible for this supervision. He has also been responsible for the supervision of "State" students. All full-time members of the Department took part in the supervision of the student-teaching of English majors.

Under the supervision of Mr. Pettegrove, ably assisted by Mr. Petersen, the public relations work of the College has been very well conducted. Mr. Pettegrove has also done excellent work as adviser to the Montclarion.





## 2 Annual Report Department of English

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Under the direction of Mr. Bohn, the College work in dramatics has achieved good results. Two full-length plays -- The Show-Off and Noah -- were produced, and a successful Drama Day was held for the high schools of northern New Jersey. Room A has been well equipped as the drama room and storehouse.

II. ENROLLMENT OF MAJORS AND MINORS DURING THE PAST FOUR YEARS.  
ENROLLMENT OF 1940-1941 BY CLASSES

According to the best records I have, the enrollment of English majors and minors has been as follows. I believe the record is accurate for majors, but I am not sure about the minors.

YEAR	MAJORS	MINORS
1937-1938	233	?
1938-1939	217	96(?)
1939-1940	179	88(?)
1940-1941		
Freshmen	36	26
Sophomores	40	23
Juniors	38	22
Seniors	<u>44</u>	<u>35</u>
	158	106

III.<sup>A</sup> COURSES TAUGHT DURING 1940-1941

Summer Session, 1940

Course Number	Title	Sem. Hours	Sections	Average Class Size	Teachers
S100A	World Literature, I.	2	1	12	Krauss
S312	Acting, Directing, and Make-Up	2	1	13	Bohn
S401	Teaching of English in Secondary School	3	1	10	Hamilton
S402A	Survey of English Lit. Part I	2	1	11	Krauss
S406	Modern Novel	2	1	18	Conrad
S426	Victorian Novel	2	1	15	Pettegrove
S408	Creative Writing	2	1	12	Conrad
S431A	Shakespeare, Part I	2	1	11	Hamilton
S442B	American Lit., Part I.	2	1	25	Conrad

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Vol. 41, Part 1, 1911

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Vol. 41, Part 1, 1911

CONTENTS	
THE JOURNAL OF THE	ROYAL ANTHROPOLOGICAL INSTITUTE
Vol. 41, Part 1, 1911	
THE JOURNAL OF THE	ROYAL ANTHROPOLOGICAL INSTITUTE
Vol. 41, Part 1, 1911	

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
Vol. 41, Part 1, 1911

3 Annual Report Department of English

NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Number	Title	Sem. Hours	Sections	Average Class Size	Teachers
S443	Modern Drama	2	1	19	Bohn
S446	The One-Act Play	2	1	12	Bohh
S503	Chaucer	2	1	16	Krauss
S506	Milton	2	1	9	Hamilton
S517	Recent Research and Exp. in Teaching of Eng. 2		1	18	Pollock

In addition to these courses, the following courses were offered but not given: English S514 and English S610.

Fall Semester, 1940

100A	World Lit., Part I	3	6	31	Bohn, Cayley, Krauss
M&A					
100A	Music and Art Appreciation, Part I.	1	2	18	Cayley
101	The Language Arts	4	2	32	Conrad, Pettegrove
200A	Composition	3	4	20	McKinney, Pettegrove
200B	Speech	3	4	20	Ogg
201	Brit. and Am. Poetry	4	3	20	Nickerson, Cayley, McKinney
301A	Literature for Adolescents	2	3	18	Hamilton
301B	Shaks. Major Plays	2	3	26	Hamilton, Bohn, Krauss
310	Journalism	2	1	16	Pettegrove
401	Teaching of English	3	2	25	Pollock
402	Survey of B. & A. Lit.	4	2	28	Krauss
406	Modern Novel	2	2	29	Conrad
419	Grammar for Teachers	2	1	21	Hamilton
421	Short Story	2	2	23	Conrad
437	Humanities for Teachers	2	1	6	Cayley
Int.					
409	Radio and Sound Equip.	2	1	12	Nickerson

In Part-Time Division, Fall, 1940

A416	Oral Int. of Literature	2	1	18	Ogg
A421	Short Story	2	1	19	Conrad
A422	Seventeenth Century	2	1	11	Pettegrove
A440	English Novel from Defoe to Scott	2	1	14	Krauss
A442B	American Lit., Part II.	2	1	14	Cargill
A518	Major Romantic Poets	2	1	11	Cayley





115  
NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

er	Title	Sen. Hours	Sections	Average Class Size	Teachers
----	-------	---------------	----------	-----------------------	----------

In Extension Division, Fall, 1940

B	Shakespeare's Major Plays	2	1	12	Bohn <u>Morristown</u>
A	Shakespeare and the Eng. Drama, Pt.I.	2	1	12	<u>Hamilton</u> <u>Hackensack</u>

In addition to these courses, English E517, Recent Research and Experiment in the Teaching of English, was offered but not given in Newark by Dr. Pollock. No students enrolled for the course.

Spring Semester, 1941

	World Lit. Pt.II.	3	6	30	Cayley, Krauss, Pettegrove
	Music and Art Appreciation Pt. II.	1	2	19	Cayley
	Composition	3	5	16	McKinney, Pettegrove
	Speech	3	4	20	Ogg
	British and Ameri- can Fiction	4	2	34	Conrad, Krauss
	Speech Arts	2	1	16	Ogg
	Creative Writing	2	1	10	Conrad
	Play Production	2	1	19	Bohn
	Medieval Epic, Saga, and Romance	2	1	26	Krauss
	American Literature	4	1	16	Pollock
	Introduction to Philosophy	2	1	33	Cayley

Last Six Weeks, Spring, 1941

	Survey of Brit. and Amer. Lit.	2	1	54	Krauss
	Brit. and Amer. Biography	2	1	42	Conrad
	Modern Poetry	2	1	10	Nickerson

In Part-Time Division, Spring, 1941

B	Victorian Novel	2	1	12	Pettegrove
	Shakespeare and the Eng. Drama pt.II.	2	1	18	Bohn
A	American Lit. pt. I.	2	1	12	Conrad
	Choral Speaking	2	1	20	Ogg
	Chaucer	2	1	12	Krauss
	Recent Research and Experiment in Teaching of English	2	1	14	Pollock



186  
NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Number	Title	Sem. Hours	Sections	Average Class Size	Teachers
--------	-------	---------------	----------	-----------------------	----------

In Extension Division, Spring, 1941

31B	Shakespeare and the Eng. Drama, pt.II	2	1	10	Hamilton <u>Hackensack</u>
-----	--	---	---	----	-------------------------------

(A record of the College High School courses taught will be found at the top of page 6, numbered IIIB.)

#### IV. STAFF AND STAFF CHANGES

The permanent staff during the year has been as follows:

Professor	Thomas Clark Pollock, Ph. D.,	Head
Associate Professor	Lawrence H. Conrad, A. M.	
"	"	William Paul Hamilton, A. M.
"	"	Paul S. Nickerson, A. M.
Assistant Professor	Harold C. Bohn, A. M.	
"	"	Harry G. Cayley, Ed. D.
"	"	Russell Krauss, Ph. D.
"	"	Mary Eula McKinney, A. M.
"	"	Helen Loree Ogg, Ph. D.
Instructor	James Parker Fettegrove, A. M.	

This was Dr. Ogg's first year on our staff.

In addition to the permanent staff, Dr. Oscar Cargill, Associate Professor of English at New York University, taught one course in the Part-Time Division during the Fall Semester.

Mr. Arnold Petersen, A. B., was a Graduate Assistant in English during the year.

Miss Ruth Mallory, A. M., was a secretarial Assistant during the year, serving the Department of English as well as other departments.

During the year the present head of the Department resigned as of the end of the academic year so that he might accept a position in New York University. The appointment of Dr. Edwin S. Fulcomer as his successor was announced during the Commencement period.

#### V. STUDIES UNDERTAKEN IN DEPARTMENT

During the year Dr. Cayley made an extensive study of the proper place of the Humanities in a teacher education program such as Montclair's. This study now exists in typewritten form.



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

## IIIB. TEACHING IN COLLEGE HIGH SCHOOL

During the Fall and the Spring Semesters the following staff members have been teaching English classes in the College High School. Each class has a credit of four semester-hours each semester.

Grade Seven	Mr. Nickerson	Grade Ten	Mr. Conrad
" Eight	Mr. Hamilton	" Eleven	Mr. Pettegrove
" Nine	Mr. Pollock	" Twelve	Mr. Bohn

## VI. RECOMMENDATIONS

I recommend that a minor in Speech be introduced under the administration and supervision of the Department of English. Details of this recommendation have been given in an earlier letter.

I recommend that the survey course in American literature be required of English majors in the second semester of their junior year. Details of this recommendation also have been given in an earlier letter.

The work of all the members of the Department during the year has been so praiseworthy that it is perhaps invidious to single out any for special recommendation. Nevertheless, it seems to me only just to recommend that Dr. Krauss be made an associate professor. Dr. Krauss's excellent scholarship and wide reputation as a scholar, his extraordinary teaching ability, his painstaking devotion to the learning problems of his students, and his admirable record of service with the College make this elevation a just reward.

Mr. Pettegrove's excellent service in many capacities, really unusual scholarship, and quiet effectiveness as a teacher, coupled with the departmental responsibilities he accepts and discharges successfully and his constant efforts to improve himself professionally by pursuing advanced graduate studies, fully entitle him to a rank higher than that of instructor. I therefore recommend that he be made an assistant professor.

I recommend that the secretarial graduate assistantship which Miss Ruth Malory has held for over a year



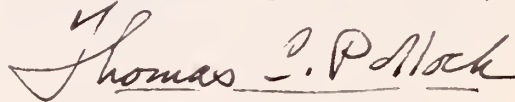


118  
NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

be given to a student who needs help in the pursuit of the Master's degree. Miss Malory has worked faithfully and with increasing effectiveness, but I recommend that the application of Miss Marguerite Schoch be considered. Miss Schoch graduated from Montclair with an English major this June and wishes to work toward a Master's degree. Her application is attached.

I recommend that Mr. Arnold Petersen be appointed Graduate Assistant to help Mr. Pettegrove for another year.

Respectfully submitted,



Thomas Clark Pollock  
Head of the Department  
of English



117

ANNUAL REPORT  
of the  
Department of Geography

DEVELOPMENTS

The Department of Geography functions as a minor department in preparing teachers of geography for the secondary schools as well as providing the Department of Social Studies, the Department of Science, and the Department of Business with courses that are fundamental to the preparation of teachers in these subjects.

Serving in this capacity, the Department of Geography has attempted to arrange courses to meet the requirements of all concerned, and, from time to time, as the need arises, new courses are developed to aid students in appreciating and interpreting current economic and social problems. For instance, in 1940-1941 with the increased interest in Latin America, courses in the Economic Geography of South America and the Economic Geography of Caribbean America have been offered and both were well received. For the Summer Session of 1941 a new and timely course, The Conservation of Our Natural Resources, will be offered for the first time by the Department of Geography.

Although the Department of Geography is small, and, therefore, limited in its offering, an analysis of the number of students taking geography during the last five years indicates that the enrollment has been fairly constant.

ENROLLMENT

Enrollment of Minors

The enrollment of minors during the five year period, 1936-1937 to 1940-1941, totaled 300.

1936-1937	-	73	minors
1937-1938	-	60	"
1938-1939	-	50	"
1939-1940	-	52	"
1940-1941	-	65	"

The above figures do not include the 56 students who have taken Geography 411 (Geographic Influences) during the last three years, and the 145 students who have taken Geography 406 (Geology) during the last five years. Neither do they include the people who have worked out minors by taking Summer School courses and in extension.

During the academic year 1940-1941 the enrollment of minors by classes were as follows:

Freshmen	-	191	
Sophomores	-	27	Geographic Influences - 16
Juniors	-	75	
Seniors	-	29	

STUDIES

During the year 1940-1941 one magazine article was published and another is now ready for publication. Also, one long term project is underway.





## COURSES TAUGHT 1940-1941

		<u>Sections</u>	<u>Enrolled</u>
Science 100	Physiography	5	191
Geog. 201	Climatology	1	15
Geog. 202	Western Hemisphere	1	14
Geog. 202B	Western Hemisphere Pt. II	1(Summer, 1940)	10
Geog. 301	Eurasia	1	27
Geog. 302	Economic Geography	1	48
Geog. 406	Geology	1	15
Geog. 410	Economic Geography of Caribbean America	1(Spring, 1941)	21
Geog. 411	Geographic Influences	2(Summer, 1941) (Spring, 1941)	33 16
Geog. 412	Africa, Australia, and New Zealand	1	15
Geog. 413	Economic Geography of South America	1(Fall, 1940)	22
Geog. S403	Economic Geography of U. S. A.	1(Summer, 1940)	10

## RECOMMENDATIONS

The data presented here indicates that while we are probably training enough people in geography to meet the demands for geography teachers in the secondary schools, we are not providing enough geography for the entire student body. If our education is of any value in world affairs, and if our graduates are to leave us with attitudes of increased respect and sympathy for and understanding of human relationships, they must have a thorough knowledge of the geography of this earth.

There is a far better way for man to get along without puncturing his fellow man with a rapier or blowing him to bits with a bomb. This world is so rich, so extremely rich, in resources and in the scientific, mechanical, and economical possibilities of better living and of a better civilization. These possibilities can be realized only if the people have vision, respect for each other, and far reaching concepts of the geographic forces among those forces that control human history.

No one, I feel sure, knows and appreciates these facts better than you, Mr. President, and if and when the five year plan begins to function, I recommend to you that our required work in geography be extended to a full four point course during the freshman year.

Respectfully submitted,

Harley P. Milstead



June 25, 1941

President Sprague:

This is the report for which you asked in your memorandum of May 29.

# I. GENERAL DEVELOPMENTS

1. The ATTITUDE OF THE ADMINISTRATIVE OFFICERS OF THE SCHOOLS TOWARD OUR STUDENT TEACHERS seems to me to be definitely better than when I first observed it. An inhospitable or antagonistic letter or word is rare. One reason for this is that the quality of our students is improving, and that therefore the confidence of the superintendent or principal in what he may expect from the senior is greater. Also, we have made it a policy to call upon the superintendent or principal whenever there seems to me a misadjustment, to promote mutual understanding and make our cooperative intentions clear.
2. THE FAILURES IN STUDENT TEACHING HAVE DROPPED. In fact, there were no genuine failures. There was one D which lowered the grade point average to the point where the student failed to graduate. The smaller number of seniors, allowing time for more careful supervision, and the higher quality of student generally, are the factors which have reduced the failure.
3. PLACEMENT has been much more active than in the last preceding years. The draft, and the increased business and industrial activity have brought this about.

# III. COURSES TAUGHT DURING 1940-41.

## FALL 1940

Int. 100A: Ingebritsen, Jackson, Partridge (2), Seybold, Sperle (3)  
 Int. 200A: Ingebritsen (4), Partridge  
 Int. 300A: Smith (3), Sperle (2)  
 Int. 400A: Ryan, Ingebritsen, Jackson, Partridge, Seybold, Smith, Sperle  
 Int. 409: Nickerson  
 Int. 440: Partridge

## SPRING 1941

Int. 100B: Ryan (2), Carrothers (5)  
 Int. 200B: Ingebritsen (3), Partridge (2)  
 Int. 300B: Seybold (3), Sperle (2)  
 Int. 400B: Ryan, Ingebritsen, Jackson, Partridge, Smith, Sperle, Carrothers

In addition to the above, the attendance of the seniors was required at a series of lectures by Myron H. Clark on the field of vocational guidance.

# IV. STAFF AND STAFF CHANGES.

This spring we had the services of Dr. C. C. Carrothers and Dr. Joseph Trainor as supervisors of student teaching. Each of these men was on temporary appointment for this semester only. So far we have been very fortunate in the quality of supervisors for this service, and these gentlemen are not exceptions.



Dr. Homer Howard and Dr. Carlton Clough, who served during the spring of 1940, terminated their connection with the College with the end of the second semester, 1939-1940.

#### V. STUDIES UNDERTAKEN IN THE DEPARTMENT

The Department of Integration has undertaken a functional analysis of its courses. About a year ago each instructor listed the abilities and specific qualities which the beginning teacher should possess. From various other sources similar lists were obtained. The emphasis in preparing these lists was upon the things that the teacher should be prepared to do.

These lists were assembled in organized form and were studied by the Department in its meetings. The Department then indicated, with respect to each of the courses, how extensively the particular ability or quality was being emphasized and developed. A new organization of these abilities was then made, by courses.

We are now at the point where committees are studying each of our courses in detail, to insure the adequate inclusion of these items. When this is finished we expect that the several courses will have a functional quality beyond the point previously reached.

#### VI. RECOMMENDATIONS:

1. This office is markedly under-staffed. Whenever the budget reaches the point where the addition of clerical help to the force in this office is consistent with other needs, there should be two persons: one, ranking as teacher clerk, with a Master's Degree, and of superior personality, to meet the public personally; and by telephone; another, who could be chosen from the Civil Service list, to do the bulk of the letter writing, typing, and filing.

As matters stand now, there is more than can be done by one person with N. Y. A. assistance.

2. The College should have a conference room in which interviews of various kinds could be held. For example, there is no place where a superintendent may talk with a candidate in private. Additions to the plant, when made, should include this convenience.
3. At present, Jersey City is the only community in the state which does not accept our student-teachers. If and when the time is ripe, this should be rectified, for the sake of the students who live there.

Respectfully submitted,



Head of the Integration  
Department





Annual Report  
of the  
Department of Languages  
1940 -1941

## 1. General Developments

The Department of Languages comprises five distinct curricula: French, German, Latin, Spanish, Language, under the direction of a department head.

At the present moment the Department appears to be in a favorable position. The classes are being conducted by a corps of veteran teachers of conspicuous excellence. The enrollment in those curricula which provide studies of major grade, French and Latin, is being maintained despite the impact of the present war and the current emphasis on the study of science. The situation in German, which this year is facing the completion of the work of its last group of majors, is well known. The abandonment of German as a curriculum of the Department is unfortunate but inevitable. On the other hand, the outlook for Spanish is distinctly improved over the situation of the last few years, again giving evidence of the impact of the war and of the national policy of good neighborliness with Latin-American countries. Due to increased interest and the resulting increase in enrollment, an effort is being made to alter the status of Spanish from that of a minor subject to that of a major. All credit should be given to Miss de Escoriaza for foresight in seeing <sup>that</sup> this development would take place and in organizing extra-curricular Spanish classes in preparation for this increasing interest in Spanish.

## 2. Departmental Aims

The Language Department aims to provide its students with a splendid foundation for the teaching of foreign languages in New Jersey high schools. That it has been successful is shown by the high percentage of place-



ment enjoyed by its majors. Looking back over the last ten years I find that only a very few of our majors have missed permanent placement.

Beyond the limits of book knowledge the Department aims to equip its students with ability to conduct worthwhile extra-curricular activities. Hence have arisen the various artistic presentations of the year culminating in the Annual Spring Festival. Participation of all students <sup>in this festival</sup> is required by the Department as a means of ensuring self confidence and resourcefulness. The Spring Festival has increased in popularity among the teachers and pupils of New Jersey high schools during the past five years and has been an important publicity asset for our college. Besides the Spring Festival our students have assisted often during the year in carrying the work of the Department to various high schools. Many assembly programs have been given, many have been refused because of the demands of class work. Many requests for the loan of foreign costumes have been made of the Department, and in most cases these requests have been granted with satisfaction.

The Student Exchange with Foreign countries has been seriously curtailed this year because of the war. Our only outlet has been in the Latin-American countries, though next year we expect to explore the possibilities of an exchange with Canada. As soon as conditions improve we expect to resume the practice of sending French and Spanish students abroad. The discontinuance of German as a subject of study at college will permanently deprive us of candidates for study in Germany.

I wish to commend every member of the Language faculty for unflinching devotion and utmost effort looking to the continued development of the language work. Without complete harmony and devotion the multifarious activities of the Department could not be successfully completed each year.





125  
Majors and Minors for five years.

2.

		1936		1937		1938		1939		1940	
		Ma.	Mi.	Ma.	Mi.	Ma.	Mi.	Ma.	Mi.	Ma.	Mi.
French:	Fresh.	17	25	17	9	9	12	16	4	19	7
	Soph.	16	18	16	10	17	4	10	9	14	4
	Junior	17	2	17	2	17	0	15	0	10	1
	Senior	11	11	21	10	14	<del>9</del>	24	<del>3</del>	13	9
Total		61	51	71	31	57	25	65	16	56	21
Latin:	Fresh.	8	6	10	8	8	14	13	2	11	3
	Soph.	10	9	9	7	10	7	11	5	12	1
	Junior	10	0	11	2	9	0	13	3	6	1
	Senior	15	4	7	10	<del>10</del>	<del>6</del>	8	7	13	4
Total		43	19	37	25	<del>37</del>	<del>27</del>	45	17	42	9
German:	Fresh.	9	5	7	6	0	3	0	4	0	0
	Soph.	8	5	7	6	8	3	0	2	0	0
	Junior	5	1	8	0	8	2	6	0	0	0
	Senior	6	<del>5</del>	6	5	6	<del>5</del>	11	<del>4</del>	6	6
Total		28	16	28	17	22	13	17	10	6	6
Spanish:	Soph.		5		5		5		12		11
	Junior		6		8		1		<del>9</del>		11
	Senior		2		7		0		1		8
Total			13		20		6		22		30



3. Courses taught during 1940 - 1941  
Number of sections; teachers of each.

French Curriculum

College Classes

French 101	2	Miss Tonone
" 102	2	" "
" 201	1	Miss de Escoriaza
" 202	1	" "
" 301	1	Miss Tonone
" 302	1	" "
" 402	1	Mrs. Cressey
" 416	1	" "
" 404	1	" "

High School Classes

French 8	1	Mrs. Cressey
French 9	1	Miss de Escoriaza, Miss Tullia de Rogatis
French 10	1	Miss Tonone
French 11	1	Mrs. Cressey
French 12	1	Mrs. Cressey

Extension

French A503A	1	Mrs. Cressey
French A503B	1	Mrs. Cressey

Summer School

French S407A	1	Mrs. Cressey
--------------	---	--------------

Latin Curriculum

College Classes

Latin 101	1	Miss Littlefield
" 102	1	" "
" 201	1	" "
" 202	1	" "
Latin 301	1	W.H. Freeman
" 302	1	" "
" 402	1	" "
" 404	1	" "

High School Classes

Latin 9	1	Miss Lottie Rucki, Miss Marie Gallagher
Latin 10	1	" " " " " "
Latin 11	1	W.H. Freeman



### Spanish Curriculum

#### College Classes

Spanish 201	1	Miss de Escoriaza
Spanish 202	1	Miss de Escoriaza
Spanish 301	1	Miss de Escoriaza
Spanish 302	2	Miss de Escoriaza
Spanish 404	1	Miss de Escoriaza
Beginners	1	Miss de Escoriaza

#### Extension

Spanish A1	1	Miss de Escoriaza, Joseph Masiello			
Spanish A4	1	"	"	"	"
Spanish A2	1	"	"	"	"
Spanish A201A		"	"	"	"

### German Curriculum

#### College Classes

German 402	1	Dr. Felix Wittmer
German 404	1	Dr. Felix Wittmer

### Language Curriculum

#### College Classes

Language 401	1	W.H. Freeman
Language 300	6	Miss Littlefield

#### High School Classes

General Language	2	Miss Littlefield
------------------	---	------------------

#### 4. Staff and Staff changes.

##### Regular Staff

Walter H. Freeman Ph.D. Professor of Languages  
 Germaine Poreau Cressey Ass't Professor of French  
 Teresa de Escoriaza Ass't Professor of French and Spanish  
 Ethel Frances Littlefield Assoc. Professor of Languages  
 Valentine Tonone Ass't Professor of ~~de~~ French  
 Felix Wittmer Ph.D. Ass't Professor of Social Studies  
 Lottie Rucki Instructor in Latin  
 Marie Gallagher Instructor in Latin  
 Tullia de Rogatis Instructor in French

##### Associate Staff

Joseph Masiello Spanish teacher, Madison High School





Miss Lottie Rucki was replaced during the year by Miss Marie Gallagher, the former having secured a full time position at the Passaic Valley High School. Miss Tullia de Rogatis assumed responsibility for one class in French at the College High School in January 1941. relieving Miss de Escoriaza so that her entire attention could be devoted to a special Beginners class in the college.

#### 5. Studies undertaken in the department

With each member of the Department conducting regular classes, which equal or surpass the usual semester hours arrangement, and engaging also in many extra-curricular activities, little time has been available for individual studies. Miss de Escoriaza has continued her text books in Spanish emphasizing the civilization of Latin-America. Miss Tonone has devoted much time to the compilation of a bibliography of French-Canadian literature and to research in the folklore of the Western Pyrenees.

Mrs. Cressey has been associated with a New York Committee engaged on a project in French Examination standards. Miss Littlefield continues her text book work in General Language and revisions of her Progress books in French and Latin. I have been concerned with research in departmental statistics throughout the year.

#### 6. Recommendations

I feel that the most pressing matter at the moment is the status of Spanish. Increasing interest in this language is evidenced by the number of students requesting information about Spanish and the heavy enrollment in the Spanish extension classes. I recommend that Spanish be returned to the status of a major subject as soon as practicable, that more publicity be given to the opportunity for Spanish study at college, and that Miss de Escoriaza be given assistance in the matter of an additional instructor. If possible, the assistant in Spanish should also be associated with the Latin program until a full Spanish major is in operation.

I recommend also that steps be taken to arrange for the sending of



French students to Canada as a substitute for study in France, and that the practice of accepting foreign exchange students on campus be resumed. In this war period we need to make every effort for international understanding and amity.

Respectfully submitted,

*W. H. Freeman*

*Head of the Language Dept.*





125

ANNUAL REPORT  
of  
the Department of Mathematics  
for the college year  
1940-1941

State Teachers College at Montclair

I General Developments

The Department of Mathematics of the State Teachers College at Montclair considers that its main objectives are the training of teachers of mathematics and services to secondary school teachers of New Jersey. These objectives necessarily color all of the teaching of mathematics that is done in the department.

One might be inclined to ask in what respect mathematics taught to prospective secondary school teachers would differ from other mathematics. This is a fair question. Our interpretation of this difference in the mathematics taught at Montclair and that taught in a liberal arts college deals with the two-fold aspect of our task: (1) as related to undergraduate students, and (2) as related to graduate students.

In the courses taught to undergraduate students our major task is with those who are majoring in mathematics. These students must study pure mathematics; the same pure mathematics that would be taught anywhere. There must be no question of their scholarship and of their knowledge of the mathematics field. It is in the teaching and professionalization of this work that it is differentiated from the liberal arts courses in pure mathematics. Each member of the staff of the mathematics department, whatever his training, is keenly aware of this need for professionalization, and each contributes in a unique manner to its realization.

In the required background courses offered to students whose majors are not mathematics, there is a different problem. These two courses, The Social Uses of Mathematics, and Educational Statistics, represent to the members of the mathematics department the very minimum in the cultural background of mathematics for high school teachers. Recommendations about additional work for these students is made later in this report. At present the course in Educational Statistics for non-mathematics majors is a course in which those statistical concepts only are presented which are a necessary part of the background of any high school teacher. These concepts are necessary to understand the terms used in testing and measuring, and there is a minimum of computation. During the past year, or 199 students enrolled in the course, there were only six failures, about three per cent.



The course in Social Uses of Mathematics presents to non-mathematics majors those everyday social and economic problems related to mathematics which are a necessary part of the background of every student. Here again the emphasis is not on computation but on an understanding of economic problems.

II Enrollment of majors and minors during past five years  
Enrollment of 1940-1941 by classes: Freshman, Sophomore, Junior and Senior

The following table gives the enrollment of majors for the last five years and of majors and minors for the last four years.

	'36-'37		'37-'38		'38-'39		'39-'40		'40-'41	
	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.
Fresh.	33		34		30		25		25	
Soph.	35		36	14	24	12	27	6	21	5
Jun.	28		34	12	33	15	23	11	25	9
Sen.	26		25	10	35	6	33	18	19	9

Two things should be noticed here: (1) The decreasing number of minors in mathematics, and the decrease in the size of mathematics classes in the last few years. This has been designed, but probably should go no further, particularly in view of the increased demand for mathematics in national defense.

III Courses taught during 1940-1941. Number of sections of each. Teachers of each.

High School Classes each semester:

Grade Seven, Mr. Sott  
Grade Eight, Dr. Hildebrandt  
Grade Nine, Mr. Clifford  
Grade Ten, Dr. Mallory  
Grade Eleven, Dr. Davis  
Grade Twelve, Dr. Fehr

Fall Semester, 1940:

Mathematics

101, Mathematical Analysis, 4 semester-hours credit: 2 sections,  
Davis, Hildebrandt  
201, Differential Calculus, 4 semester-hours credit: 1 section,  
Mallory





1942

## Mathematics

- 201, Differential and Integral Calculus (for minors), 4 semester-hours credit: 1 section, Fehr
- 300, Social Uses of Mathematics, 2 semester-hours credit: 3 sections, Clifford (2), Fehr (1)
- 301, Modern College Geometry, 4 semester-hours credit: 2 sections, Fehr, Hildebrandt
- 400, Educational Statistics, 4 semester-hours credit: 6 sections, Clifford (2), Fehr (2), Hildebrandt (2)
- 401, The Teaching of Mathematics in Secondary Schools, 3 semester-hours credit: 1 section, Mallory
- 402, Solid Analytic Geometry and Analysis, 4 semester-hours credit: 1 section, Davis
- 405, The History of Mathematics, 2 semester-hours credit: 1 section, Fehr
- 406, Applications of Mathematics, 4 semester-hours credit: 1 section, Clifford

## Spring Semester, 1941:

- 102, Mathematical Analysis, Part II, 4 semester-hours credit: 2 sections, Davis, Clifford
- 202, Integral Calculus, 4 semester-hours credit: 1 section, Mallory
- 203, Differential and Integral Calculus (for minors), 4 semester-hours credit: 1 section, Clifford
- 300, The Social and Commercial Uses of Mathematics, 2 semester-hours credit: 3 sections, Clifford (2), Hildebrandt (1)
- 302, Higher Algebra, 4 semester-hours credit: 2 sections, Davis
- 304, Solid Geometry, 4 semester-hours credit: 1 section, Fehr
- 404, Readings and Lectures in Mathematics, 2 semester-hours credit: 1 section, Hildebrandt
- 405, The History of Mathematics, 2 semester-hours credit: 1 section, Fehr

## IV Staff and Staff changes

The only change on the staff for 1940 and 1941 over that of previous years was the replacement of Miss Janet Van Blarcom as Student Assistant by Mr. Joseph J. Sott. Miss Van Blarcom completed her work for her Master's degree and secured a position in Newark. It has however been the custom to keep the same Student Assistant in the department for one year. Mr. Thomas Budne was also a Student Assistant this past year under the N.Y.A.

## V Studies undertaken in the department

In August 1940, Dr. Fehr concluded his study of the number concept in secondary mathematics. This report was the result of seven





years' research in this field and was published by the Bureau of Publications, Teachers College, Columbia University.

Mr. Clifford is proceeding with a study of the extent to which statistics can be taught pupils in the ninth grade. Other studies, less comprehensive, have been made by members of the mathematics staff on tests and curricula in mathematics.

## VI Recommendations

The Mathematics Department makes the following suggestions with the realization that they are so wrapped up in the course of study in the College in general that any action on them would affect other departments of the College:

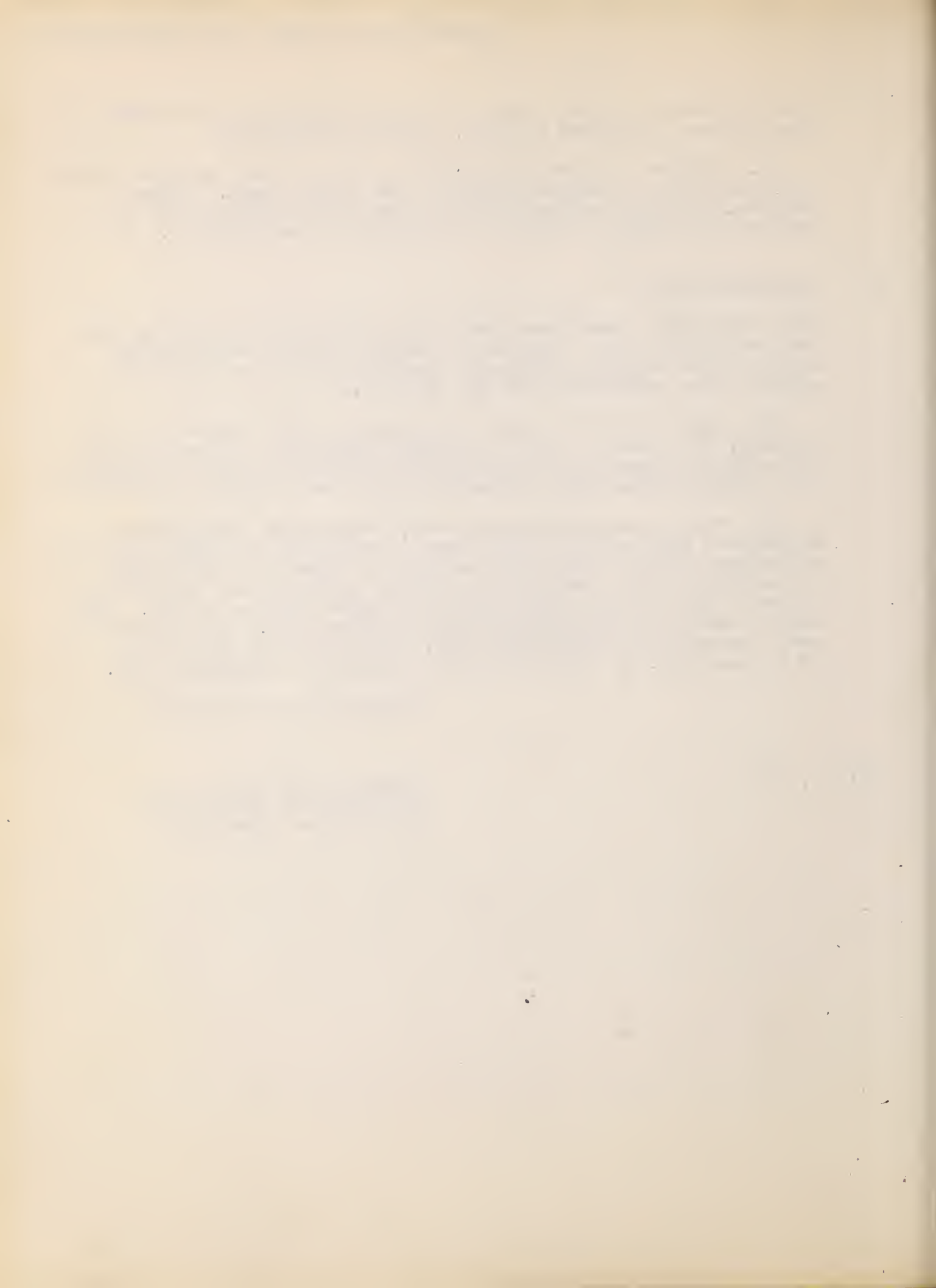
(1) There should be some opportunity to the students of the College, as a part of their cultural background, to know something of the history and appreciation of mathematics, particularly the contributions that mathematics has made to general culture.

(2) The course, Mathematics 400, Educational Statistics, should not come in the senior year. Even with the small per cent of failures (less than three per cent), there is a difficult imposition on the instructor in making standards and a hurdle to students that should come earlier in their college course. This course should be transferred to the junior year. This would mean transferring Mathematics 300, The Social and Commercial Uses of Mathematics, to the end of the sophomore or freshman year.

Respectfully submitted,

July 8, 1941

Virgil S. Mallory  
Professor of Mathematics  
Head of the Department



STATE TEACHER COLLEGE  
Montclair

Report of the Music Department  
1940- 1941

I. General Developments

1. New Equipment:      3 upright pianos,  
                         1 oboe,  
                         1 French horn, magnavox  
                         1 Listening Room, Russ Hall  
                         Storage cabinets for library of recorded music
2. Howe Memorial Organ Scholarship held by the following two students who made satisfactory progress:-  
                         Beatrice Junker  
                         Irene Schuckle
3. Extra curricular music activities:
  - A. Roth String Quartet Benefit Concert,  
     Student Exchange Fund, Montclair High School. October 1940
  - B. Christmas Concert given by the combined musical organizations of the College, at the Central Presbyterian Church. December 1940
  - C. Old English Christmas Dinner, Russ Hall, December 1940
  - D. Orchestra Concert, College Gymnasium, March 1941
  - E. "Turkish Delight" Band Benefit Show, College Gymnasium, April 1941
  - F. Pro Musica Concert, Russ Hall, May, 1941
  - G. College Band at all "Home" foot-ball games; College Band Concert, at Assembly in Amphitheater, June 1941.
  - H. Thirteenth Annual Spring Concert given by the College, Choir and Orchestra, Montclair High School, June 1941
  - I. 10 "off-campus" programs given by College Choir; and  
     2 Concerts by the College Orchestra at Hawthorne High School, in May.

II. Enrollment: Music Minors, 1940-1941.

Sophomore, 16  
Junior,        8  
Senior,        6

III. Courses taught during 1940-1941:

Title	No. of sections	Instructor
Music and Art Appreciation	5 sections	Dr. McEachern
Music Theory (Sight-reading & ear-training)	1 section	"
Music Theory (Harmony)	1 section	"
Teaching of High School Music	1 section	"
Music Literature	1 section	"
Epochs in Musical Development	1 section	"
Masters of the Symphony	1 section	"
Choral Technique,	1 section	"
Wagner Music Drama	1 section	"
Instrumental Technique	1 section	Mr. Guarrera
Beethoven (new course introduced 1940-1941, two semesters, complete year's work. EXTENSION)	1 section	Dr. McEachern





-2-

## IV. Staff

Edna McEachern ..... full time  
Carl F. Mueller, ..... part time  
Emil Kahn ..... part time  
Anthony Guerrera ..... part time



V. Studies undertaken by the Department:

1. Research on Joseph Haydn in preparation for a Haydn Festival
2. Project by Senior Music Minors on "Music History up to date", collecting music editorials, criticism, reviews, etc., for Music History Scrap Book for 1940- to be bound and placed in library.
3. Project by Junior Music Minors, compiling lists of Visual Aids in Music, this in collaboration with the Visual Aids Department of the College.
4. Subject matter index for the following music books and magazines in the library: Period 1930- 1940-
  - a. Music Educators National Conference Books of Proceedings
  - b. Music Teachers National Association, Books of Proceedings
  - c. Music Educators Journal
  - d. Musical Quarterly
5. Revised course of study in music appreciation for grades 7,8, and 9 in the College High School

VI. Recommendations:

1. A part-time instructor in Viola for the school year 1941-1942
  - (1) to give class lessons in violin thereby developing the much-depleted string section of the College Orchestra, and
  - (2) to play in a faculty trio (violin, cello and piano). This should add much to the musical life of the College and community.
2. Credit given for membership in college choir and orchestra:  
A maximum of 4 semester hours credit for membership in either organization. Credit open to all students regardless of major or minor.
3. Sunday afternoon musicales.  
A series of 4 Sunday afternoon musicales to be given monthly- in October, November, January, and February. Place, Russ and Chapin Halls; performers, members of the music faculty and professional musician friends of the College who would come for a nominal fee.
4. A Haydn Music Festival to be given in June 1942 by the combined musical organizations of the College.

Respectfully submitted by

*Edna M. E. E. E.*  
Edna M. E. E. E.



ANNUAL REPORT  
of the  
Department of Physical Education for Women  
1940-1941

The Department of Physical Education for Women during the year 1940-1941 followed the general plan upon which we have been working for the past several years. The work falls under four main headings: 1. The required work for Freshmen and Sophomore women. 2. The College High School. 3. The courses for those women electing to minor in Physical Education. 4. The extra-curricular activities for all women of the college.

In the required work, the plan of scheduling each section for one hour, and permitting each student to select a special activity on which to concentrate has continued to be successful. The selection of activities is supervised because we cooperate closely with the medical department. The activity that the student is allowed to choose is dependent on the results of the physical examination and the health rating which she is given by Dr. Wurts. The type of activities offered for selection is as varied as possible because, in line with the trend in Physical Education, we feel that the students should be offered an opportunity to participate in dancing and dual and individual sports as well as the ever popular team sports.

In the Sophomore year, some class hours are devoted to learning games that are suitable for junior high school girls, camps, clubs, and playgrounds.

In 1940-1941 the classes were divided as follows:

Freshmen	5
Sophomores	5
Dancing	1
Sports	2
Individual and Dual sports	10
(Tennis, Archer, Badminton)	

In the College High School, two grades are combined to form each class: grades 7-8, grades 9-10, grades 11-12. Each class meets twice a week and carries on a varied program of seasonal sports. Beside this class work, there is a very successful Athletic Association, which meets two afternoons a week - one for the Junior High and one for the Senior. The Juniors have no inter-scholastic competition, while the Seniors have intra-mural games and a few invitation games with other schools during the year.

The number of girls who minor in Physical Education is small, but it is an interesting and interested group. In the year 1940-1941, there were seven sophomores and two seniors. During the past five years we have had nineteen minors, one of whom has continued to study and has been graduated from Panzer College. Several of the graduates are teaching a combined program of physical education and another subject.

Every effort is made to give the minors as much practical experience as possible. Each minor is required to pass an officials rating test, and the girls have done so well that requests for their services have come in from near-by schools. At present there is no practice teaching in Physical Education, but while in practice the girls volunteer their services. One Senior took charge of the intra-mural basketball in her practice school this winter. At college, the minors are of great assistance in class work and extra-curricular activities.





The extra-curricular activities are an important part of the responsibilities of the Department. The sports are sponsored by the Women's Athletic Association, which is chartered by Student Government. In the A. A., students and staff work together to further the program. Intra-mural competition and invitation games are organized in Field Hockey, Volleyball, Basketball, Softball, Badminton and Archery. Archery has had the help this year of Miss Ann Weber, a sophomore, who is the National Archery Champion.

A very pleasant relationship is maintained with other colleges in the state through Sports Days. In the past year groups from Montclair were invited to New Jersey College for Women, Jersey City Teachers College, Trenton Teachers College, Newark Teachers College and Panzer College. Montclair held a very successful Sports Day to which the above mentioned colleges were invited.

Another popular and important part of the extra-curricular program is the Dance Club, under the leadership of Miss Margaret Sherwin. The Club has flourished and grown in size and importance, and each year presents a beautiful recital for the students and their friends on two evenings. This year was the tenth that they have presented. The Dance Club too, is the combined work of students and instructor and is chartered by Student Government.

There have been no staff changes in this department. Miss Sherwin and I have carried on the work, with the exception of one golf class which was taught by Mr. DeRosa.

My recommendations are concerned with the buildings and plant. It is to be recommended that steps be taken to make the High School gymnasium quieter. The room is so noisy that teaching is difficult, and the effect on the pupils is noticeable. The room would be more useful for classes and social gatherings if the acoustics could be regulated.

In the gymnasium, organization and labor is needed to clear the floor and make it safe for classes. The problem of taking the bleachers down when not in use is one that I feel should be met in the next school year.

It would be more helpful to have more care taken of the play fields and courts. The fields need to be marked oftener, and the tennis courts are sadly in need of care. With the addition of more outdoor play space it is desirable that provision be made for the care of these areas.

Respectfully submitted,

Dorothy Duke



139

ANNUAL REPORT  
of  
Department of Physical Education for Men  
1940-1941

General Developments

I will list the various improvements in our department during the school year 1940-1941.

We established a permanent boxing, wrestling and fencing room in the east end of the lower floor of the main building. This is a very good thing for the advancement of the Physical Education Program.

We were able to add two new heat therapy lamps in the training room which has added to the effectiveness of treatment of injuries.

We purchased a new Crowther Charging machine for football practice. This has been one of the best investments we have made in several years.

The W. P. A. finished work on the tennis courts. They improved the playing field of the four original courts and finished three new courts. They laid the rough foundation for two additional courts, which I understand are to be surfaced with permanent hard surface. They fenced the entire nine courts with a new wire and steel fence ten feet in height.

These improvements are all that were made which would facilitate our work and facilities in Physical Education.

Enrollment

Enrollment of minors during past five years - 65

Enrollment of 1940-1941 by classes:

Freshmen - 10

Sophomores - 7

Juniors - - 14

Seniors - 17 on roster, 14 graduated

Courses taught during 1940-1941. Number of sections of each. Teacher of each

Phys. Ed.M310 - Boxing and Wrestling	1	Voliva
Phys. Ed. 407 - Safety Education	1	Pittser
Phys. Ed. 100 - Hygiene and Health	1	Voliva
Phys. Ed.M201A- Coaching of Football	1	Pittser
Phys. Ed.M201B- Organization of Phys. Ed. for Men	1	Pittser
Phys. Ed.M301A- Prin. & Prob. of Phys. Ed.	1	Pittser
Phys. Ed.M202A- Coaching Baseball, Conditioning Teams	1	Pittser
Phys. Ed.M202B- Management of Ath. Activities	1	Pittser
Phys. Ed.M303 - Coaching Basketball & Track	1	Pittser
Phys. Ed.M302A -Methods & Practice in Phys.Ed.	1	Voliva
Phys. Ed.M404 - Seminar in Physical Ed.	1	Pittser

Also, four sections in required gym. Voliva





Staff and staff changes

Chester M. Pittser - Head of Department

Richard Voliva

Jerry DeRosa - Received Masters degree, June 13, 1941

No changes in staff

Recommendations

Revision of Physical Education minor

Addition of Recreation minor

Certification of teachers of health by giving sufficient courses in the Physical Education and Recreation minors.

Physical Education Minor

Physiology & Anatomy	4
Hadley	
Principles & Problems of Phys. Ed.	2
(Include History of)	
Pittser	
Organization & Methods	2
(Include Intramural Athletics)	
Voliva	
Administration of Athletics	2
Pittser	
Safety Education	2
(Include First Aid)	
Pittser	
Coaching Football - Elective	2
Voliva	
Coaching Baseball - Elective	1
(Training & Conditioning teams)	
Pittser	
Coaching Basketball & Track - Elective	1
Pittser & Voliva	
Health & Health Teaching, Part II	2?
(Health Service Program in School)	
Pittser	
or	
Seminar in Physical Education	2?
Pittser	
	<hr/> 18

Recreation Minor

Camp Leadership	2
Partridge	
Recreation Leadership	2
Partridge	
Creative Craft	2(Or 4)
Partridge	
Games and Game Skills	2
Partridge & Voliva	
Leisure in Modern Schools	2
Partridge	
Educational Sociology	2
Partridge	
Safety Education	2
Pittser	
Hygiene and Health	2
Voliva	
	<hr/> 16 or 18

Certification in Health Teaching

Physiology & Anatomy	4
Hadley	
Educational Biology	2
(Modify Dr. Finley's course)	
Finley	
Hygiene and Health - Required	2
Voliva	
Health and Health Teaching, Part I	2
(Disease & Nutrition)	
Dr. Wurts	
Health and Health Teaching, Part II	2
(Health Service Program in School)	
Pittser	
	<hr/> 12

Respectfully submitted,



-1  
NEW JERSEY STATE

TEACHERS COLLEGE

at

MONTCLAIR

SCIENCE DEPARTMENT

ANNUAL REPORT FOR 1941



## I. General Developments

The science department of the New Jersey State Teachers College at Montclair was first organized in 1927-1928 for the purpose of training science teachers for junior and senior high schools in the state. In the following pages there is given a brief summary of facts and statistical data concerning the activities of the department in recent years. These statements are organized under the sub-headings listed in the outline below.

- I General Developments
- II Enrollment of majors and minors during past five years  
Enrollment of 1940-1941 by classes: Freshman, Sophomore, Junior and Senior
- III Courses taught during 1940-1941. Number of sections of each. Teachers of each.
- IV Staff and Staff changes
- V Studies undertaken in the department
- VI Recommendations

In section II of this discussion will be found tables showing the majors and minors enrolled in the science department during the past five years. As shown in table I of this section, the total number of students in the four years ranged from a grand total of sixty-~~eight~~<sup>six</sup> to a grand total of eighty-eight, this number being distributed between men and women in the ratio of approximately forty-five men to thirty-five women. In 1940-1941 there was a total of ninety-seven students who were engaged in the completion of minors in physics, chemistry, biology, physical science or biological science. In table IV of section II the number of majors and minors are shown for the courses in biology, physics, and chemistry. The total number of students enrolled in each of these courses is shown as well as the distribution of the enrollment, both men and women. In order to show all of the courses, we have included the enrollment in one physics course from the Fall Semester of 1941. These facts change slightly from regis-





tration period through the semester but are representative of the facts as of this date.

In table V of section II we have added the enrollment in the six high school science classes since these courses are now taught by the members of the science department. Four members of the department are now engaged in teaching these high school classes.

In section III the courses taught by individual instructors in the department are listed for the Fall and Spring Semesters of 1940-1941.

In section IV there are comments about the resignations and new appointments in the department together with some discussions of the work of the members of the department as published in American Men of Science, Leaders in Education and Who's Who in America.

In section V will be found brief descriptions of the activities of science instructors in developing new courses in physics, chemistry, biology, and astronomy especially designed to prepare science teachers for service in the public schools in the state of New Jersey.

In section VI some recommendations are described which deserve serious consideration at this time.



## II. Number of Majors and Minors Enrolled in Science Courses

Table I. Majors Enrolled in the Science Department, 1936-'37 to 1940-'41  
(Courses required of all college students not included. Minors not included.)

The Year		1936-1937 (First Semester)		
Freshmen	Sophomores	Juniors	Seniors	
18	19	19	22	
Total, Men 45. Total, Women 33. Grand Total 78				
The Year		1937-1938 (Second Semester)		
16	20	18	22	
Total, Men 42. Total, Women 24. Grand Total 76				
The Year		1938-1939 (Second Semester)		
20	15	24	19	
Total, Men 46. Total, Women 33. Grand Total 79				
The Year		1939-1940 (Second Semester)		
25	18	20	25	
Total, Men 47. Total, Women, 41. Grand Total 88				
The Year		1940-1941 (Second Semester)		
13	19	18	16	
Total, Men 34. Total, Women 32. Grand Total 66				

Table II. Minors Enrolled in the Science Department 1940 - 1941

39	29	29
Grand Total, minors 97		

Table III. Science Courses for General Education. Required of All Students.  
Enrollment 1940-1941

Survey of Physical Sciences	178
Survey of Biological Sciences	178





## Enrollment in Science Courses 2

- 2 -

Table IV. Number of Majors and Minors Enrolled in Science Courses in 1941  
(Courses required of all college students not included.)

## Biology Courses

	Majors	Minors	Total	Men	Women	Total
Botany	22	9	31	12	19	31
Zoology	13	8	21	11	10	21
Anatomy	23	0	23	7	16	23
Physiology	11	1	12	5	7	12

## Physics Courses

General Physics	20	9	29	13	16	29
Electricity	9	2	11	8	3	11
Photography	12	8	20	8	12	20
Astronomy	17	0	17	9	8	17

## Chemistry Courses

General Chemistry	11	10	21	9	12	21
Analytical Chemistry	13	2	15	9	6	15
Organic Chemistry	18	1	19	8	11	19

- 4 -



Table V. Number of Students Enrolled in Demonstration High School Science Classes, 1940 - 1941.

	Number
General Science 7	32
General Science 8	33
General Science 9	20
Biology 10	28
Chemistry 11	20
Physics 12	15



## III. Courses Given in the Science Department, 1940-1941

Charles W. Finley. Dean of Instruction and Professor of Biology

Fall Semester:

Science 100B. Survey in Biological Science, 2 semester-hours,  
two sections

Spring Semester:

Science 100B. Survey in Biological Science, 2 semester-hours,  
two sections

Earl R. Glenn. Professor of Physics and Head of the Department

Fall Semester:

- A. Science 401. Teaching of Science in Secondary Schools,  
~~1 semester hours~~, one section
- B. Science 7. General Science, one section, high school
- C. Science 100A. Physical Sciences in Modern Life, ~~2 semester hours~~, two sections

Spring Semester:

- A. Science 403. Supervision of Student Teaching in Science,  
~~1 semester hours~~, one section
- B. Science 7. General Science, one section, high school
- C. Science 406. Astronomy, ~~2 semester hours~~, one section
- D. Science 404. Problems in Science Teaching, ~~2 semester hours~~, one section
- E. Science 100A. Physical Sciences in Modern Life, ~~2 semester hours~~, two sections

Charles E. Hadley. Associate Professor of Biology

Fall Semester:

- A. Biology 201. General Zoology, ~~4 semester hours~~, one section
- B. Biology 407. Comparative Embryology, ~~4 semester hours~~, one section
- C. Biology 10. General Biology, one section, high school





- 2 -

Charles E. Hadley. Associate Professor of Biology

Spring Semester:

- A. Biology 202. General Zoology, ~~4 semester hours~~, one section
- B. Biology 407. Comparative Embryology, ~~4 semester hours~~, one section
- C. Biology 10. General Biology, one section, high school

Rufus D. Reed. Associate Professor of Chemistry

Fall Semester:

- A. Chemistry 101. General College Chemistry, ~~4 semester hours~~, one section
- B. Chemistry 201. Analytical Chemistry, ~~4 semester hours~~, one section
- C. Chemistry 405. Organic Chemistry, ~~4 semester hours~~, one section

Spring Semester:

- A. Chemistry 102. General College Chemistry, ~~4 semester hours~~, one section
- B. Chemistry 202. Analytical Chemistry, ~~4 semester hours~~, one section
- C. Chemistry 406. Organic Chemistry, ~~4 semester hours~~, one section

Kenneth O. Smith. Assistant Professor of Science

Fall Semester:

- A. Physics 304. Photography for High School Teachers, ~~2 semester hours~~, one section
- B. Physics 12. General Physics, one section, high school.
- C. Science 403. Supervision of Student Teaching in Science, ~~10 semester hours~~, one section
- D. Chemistry 11. General Chemistry, one section, high school

Spring Semester:

- A. Physics 304. Photography for High School Teachers, ~~2 semester hours~~, one section
- B. Physics 12. General Physics, one section, high school
- C. Science 100A. The Physical Sciences in Modern Life, ~~2 semester hours~~, one section
- D. Science 403. Supervision of Student Teaching in Science, ~~10 semester hours~~, one section
- E. Chemistry 11. General Chemistry, one section, high school



Robert W. McLachlan. Assistant Professor of Science

Fall Semester:

- A. Physics 101. General College Physics, ~~4 semester hours~~, two sections
- B. Physics 402. Advanced Electricity, ~~4 semester hours~~, two sections
- C. Science A100A. Survey of Sciences--The Physical Sciences, ~~2 semester hours~~, one section

In addition to the above courses, Dr. McLachlan was also Instructor in the Ground School of the Civilian Pilot Training Program at Montclair State Teachers College during the Fall Semester.

Spring Semester:

- A. Physics 102. General College Physics, ~~4 semester hours~~, two sections
- B. Science 403. Supervision of Student Teaching in Science, ~~10 semester hours~~, one section
- C. Science 100A. Survey of Sciences--The Physical Sciences, ~~2 semester hours~~, one section

Helen Van Hoy. Assistant Professor of Biology

Fall Semester:

- A. Science 100B. Survey of Sciences--The Biological Sciences, ~~2 semester hours~~, one section
- B. Biology 101. Botany, ~~4 semester hours~~, one section
- C. Science 8. General Science, one section, high school
- D. Science 9. General Science, one section, high school

Spring Semester:

- A. Biology 102. Botany, ~~4 semester hours~~, one section
- B. Biology 409. Human Physiology, ~~4 semester hours~~, one section
- C. Science 8. General Science, one section, high school
- D. Science 9. General Science, one section, high school





#### IV. The Staff of the Science Department

The Science Department of the New Jersey State Teachers College at Montclair was first organized in the years, 1927 to 1929. Dean Charles W. Finley started the work in 1927-1928 after working on such problems for many years at Teachers College, Columbia University. This work has continued to the present date in collaboration with Professor Earl R. Glenn, who was appointed Head of the Science Department.

During the fourteen years that the science department has been in existence, there has been only one resignation of a member of the department. Dr. N. Eldred Bingham resigned to accept an appointment at Teachers College, Columbia University. Dr. Kenneth O. Smith was elected to fill the vacancy created by Dr. Bingham's resignation.

During the current year (1940-1941), Dr. Helen Van Hoy was appointed as Assistant Professor of Biology. All members of the department now in service have been continuously in service without leave since appointment.

As a matter of record there is given below a summary of the citations of the staff of the science department in such authoritative publications as: --

- A. American Men of Science
- B. Leaders in Education
- C. Who's Who in America

A. Cattell, J. McKeen. American Men of Science. Sixth Edition, 1938

##### Citations

Dean Charles W. Finley, page 454.  
 Professor Earl R. Glenn, page 528.  
 Professor Charles E. Hadley, page 573.  
 Professor Rufus D. Reed, page 1163.  
 Dr. Robert W. McLachlan, page 914.  
 Dr. Kenneth O. Smith, page 1319.

B. Cattell, J. McKeen. Leaders in Education. Second Edition, 1941

##### Citations

Dean Charles W. Finley, page 333.  
 Professor Earl R. Glenn, page 385.

C. Marquis, Albert Nelson, Editor. Who's Who in America. Volume 21. 1940-1941

##### Citations

Dean Charles W. Finley, page 921.  
 Professor Earl R. Glenn, page 1050.



## V. Studies undertaken in the department

During the past decade the members of the science department have been engaged in the development of a series of courses in biology, physics, chemistry, and astronomy designed especially to prepare science teachers for the junior high schools and the senior high schools in New Jersey. In the field of biology, the following courses have been developed, taught, revised and otherwise modified to serve the students that are admitted to this College. These revisions and modifications are the results of three types of educational activities, the interplay of which has enabled us to bring the present undergraduate courses to the status as of 1940-1941. These activities are: the development of science courses in the College High School; observations of successes and failures of the science students during the student teaching activities; and discussions with the graduates of the department on their successes and failures in public school teaching. The biology courses are listed as:

- A. Biological science
- B. General Botany
- C. General Zoology
- D. Animal Histology
- E. Comparative Embryology
- F. Human Physiology
- G. Comparative Anatomy of the Vertebrates.

In a similar manner the department has concerned itself with the development of appropriate courses in the field of chemistry as follows:

- A. General College Chemistry
- B. Analytical Chemistry
- C. Organic Chemistry
- D. Related courses in advanced chemistry are taken for the most part during the Summer Session.



In the field of physics the department has designed laboratories, purchased equipment, and experimented with suitable courses for training science teachers in the fields of:

- A. General College Physics
- B. Advanced Electricity
- C. Light and Optical Instruments
- D. Photography for High School Teachers
- E. Descriptive Astronomy

The time and labor spent in the development of these courses has precluded extensive research in the field of pure or applied science or the field of science education except to a limited extent. A number of papers and some commercial publications have been produced by some members of the department in recent years, but no complete summary of these activities is furnished in this report.





## VI. Recommendations from the Department of Science

### A Proposal to Change the Background Courses in Science

There is attached a summary of statistical data showing the combinations of science subjects brought to this institution by various freshman classes that have entered in recent years. Similar studies made for the past two or three classes show no important differences in the number of science combinations offered by incoming freshmen or the percentages of students in each of the groups.

It must be apparent from these data that it is quite impossible to establish any single science course that will adequately meet the variety of individual differences presented by incoming classes. In order more adequately to adjust the required science courses to the individual differences presented by the freshman class, we make the following suggestions:

1. We propose that all science majors should substitute for the six hours of required science a course carrying six to eight credits of mathematics of the type now given in the course on Mathematical Analysis which is taken by the freshmen who expect to major in Mathematics.
2. We propose to waive the six hours of required science for all students who minor in any branch of science. These students could take a science course which would be different from those proposed below for all other students or use the six points for electives work in the fields outside of science.
3. We admit every year a small number of students of outstanding ability in the field of science. Among these students are some who are not majoring in the science department. In order that these students may not be repeating some of the work done in high school science courses, we propose that an optional examination be offered early in September after the freshman class has been admitted. Students would be admitted to this examination who have completed Biology, Chemistry, and Physics in high school and who wish to satisfy the requirement for the six hours of required science by a comprehensive examination which would be administered by the science department. Students who have satisfactory records would have the science requirement waived. We estimate that approximately a dozen students might be involved in this classification.
4. For all other students in the freshman class we would operate a year's course in general biology, 6 semester-hours; a year's course in general chemistry, 6 semester-hours; a year's course in general physics, 6 semester-hours. These courses would be designed especially for the lay students and would consist of extensive demonstrations supplemented by readings in popular works dealing with the outstanding recent achievements, history, biography, -- with considerable emphasis on the social and economic consequences of discoveries in various branches of science. We estimate a hundred to a hundred-twenty students would be involved in this classification. Students would be placed in the appropriate course as a result of individual conferences.

Respectfully submitted,

-

12

-

Earl R. Glenn,  
Head of the Science  
Department



AN ANALYSIS OF SCIENCE SUBJECTS STUDIED IN  
HIGH SCHOOLS BY STUDENTS ENTERING THE TEACHERS COLLEGE AT MONTCLAIR  
IN SEPTEMBER 1936, 1937, and 1938.

By Earl R. Glenn  
New Jersey State Teachers College  
at Montclair

~~November 1938.~~

The number of records analysed were 198 for 1936, 181 for 1937, and 178 for 1938, making a total of 557.

TABLE I

A DISTRIBUTION OF STUDENTS ACCORDING TO THE NUMBER  
OF YEARS OF HIGH SCHOOL SCIENCE STUDIED.

Number of Years of Science	Number of Students			Percent of Total		
	1936	1937	1938	1936	1937	1938
1	53	58	43	26.8	32.0	24.2
2	74	68	65	37.4	37.7	36.5
3	55	39	45	27.7	21.5	25.3
4	<u>16</u>	<u>16</u>	<u>25</u>	<u>8.1</u>	<u>8.8</u>	<u>14.0</u>
Total	198	181	178	100.0	100.0	100.0

Due to unusual combinations of subjects studied, such as two years of biology, slight differences occur between the percentages of Table I and the following tables.

TABLE II

A DISTRIBUTION ACCORDING TO SUBJECT, OF STUDENTS  
WHO HAD ONE YEAR OF HIGH SCHOOL SCIENCE.

Subject	Number of Students			Percent of Total		
	1936	1937	1938	1936	1937	1938
General Science	6	9	5	3.0	5.0	2.8
Biology	28	30	24	14.1	<u>16.6</u>	13.5
Chemistry	8	10	10	4.0	5.5	5.6
Physics	<u>12</u>	<u>9</u>	<u>8</u>	<u>6.1</u>	<u>5.0</u>	<u>4.5</u>
Total with one subject	54	58	47	27.2	32.1	26.4

1. The first part of the report is a general  
 introduction to the subject of the study.

2. The second part of the report is a detailed  
 description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

### 4. Results

The results of the study are presented in the following table.

Year	Month	Day	Temperature (°C)			Humidity (%)
			Max	Min	Avg	
1998	Jan	15	10	5	8	65
1998	Feb	15	12	7	9	68
1998	Mar	15	15	10	12	70
1998	Apr	15	18	13	15	72
1998	May	15	20	15	18	75
1998	Jun	15	22	17	20	78
1998	Jul	15	25	20	22	80
1998	Aug	15	28	23	25	82
1998	Sep	15	30	25	27	85
1998	Oct	15	28	23	25	82
1998	Nov	15	25	20	22	78
1998	Dec	15	20	15	18	70

The data in the table shows a clear trend of increasing temperature and humidity throughout the year.

### 5. Discussion

The results of the study are consistent with the hypothesis that temperature and humidity increase over time.

Year	Month	Day	Temperature (°C)			Humidity (%)
			Max	Min	Avg	
1999	Jan	15	12	7	9	68
1999	Feb	15	14	9	11	70
1999	Mar	15	16	11	13	72
1999	Apr	15	18	13	15	74
1999	May	15	20	15	17	76
1999	Jun	15	22	17	19	78
1999	Jul	15	24	19	21	80
1999	Aug	15	26	21	23	82
1999	Sep	15	28	23	25	84
1999	Oct	15	26	21	23	82
1999	Nov	15	24	19	21	78
1999	Dec	15	20	15	18	70



TABLE III

A DISTRIBUTION ACCORDING TO SUBJECT COMBINATION, OF STUDENTS WHO HAD TWO YEARS OF HIGH SCHOOL SCIENCE.

Subject Combinations	Number of Students			Percent of Total		
	1936	1937	1938	1936	1937	1938
General Science and Biology	21	21	15	10.6	11.6	8.4
General Science and Chemistry	4	9	5	2.0	5.0	2.8
General Science and Physics	4	2	3	2.0	1.1	1.7
Biology and Chemistry	25	16	22	12.6	8.8	12.4
Biology and Physics	7	12	12	3.5	6.6	6.7
Chemistry and Physics	<u>13</u>	<u>8</u>	<u>6</u>	<u>6.6</u>	<u>4.4</u>	<u>3.4</u>
Total with two subjects	74	68	63	37.3	37.5	35.4

TABLE IV

A DISTRIBUTION ACCORDING TO SUBJECT COMBINATIONS, OF STUDENTS WHO HAD THREE YEARS OF HIGH SCHOOL SCIENCE.

Subject Combinations	Number of Students			Percent of Total		
	1936	1937	1938	1936	1937	1938
General Science, Biology, Chemistry	21	15	12	10.6	8.3	6.7
General Science, Biology, Physics	7	6	7	3.5	3.3	3.9
General Science, Chemistry, Physics	4	4	7	2.0	2.2	3.9
Biology, Physics, Chemistry	<u>22</u>	<u>12</u>	<u>18</u>	<u>11.1</u>	<u>6.6</u>	<u>10.1</u>
Total with three subjects	54	37	44	27.2	20.4	24.6



TABLE V

DISTRIBUTION OF STUDENTS WHO HAD THE FOUR YEARS OF HIGH SCHOOL SCIENCE; GENERAL SCIENCE (NINTH GRADE), BIOLOGY, CHEMISTRY, AND PHYSICS.

Year	Total Enrollment	No. of Students	Percent of Total
1936	198	16	8.1
1937	181	16	8.8
1938	178	24	13.5
Total	557	56	10.1



ANNUAL REPORT  
of the Social Studies Department  
for the College Year 1940-1941

J. W. Hatch





## I. General Developments:

1) One of the most outstanding developments in the Social Studies Department was the ever increasing service of its members to outside organizations. Several of the men were in constant demand as speakers before clubs, community organizations, Parent-Teacher groups, schools and colleges, teachers' meetings and conventions. In particular, Dr. Wittmer was frequently called upon to speak on European conditions; Dr. Snyder on Latin-American Affairs; Professor Bye on Local and State governmental problems; and Professor Hatch on teaching problems in the secondary and collegiate fields.

2) The Bureau of Field Studies under the direction of Professor Bye has continued to render exceptional service to many students through its four outstanding courses:

- (1) The Metropolitan Community
- (2) The Central Eastern States
- (3) New England and French Canada
- (4) Continental United States.

This last course was conducted for the second time this past summer (1941) and consisted of a sixty-two day trip covering 12,500 miles, and passing through twenty-six states.

### 3) Conferences:

- (1) The Northern Division of the Social Studies Teachers of New Jersey held its meeting at the College in the Fall, and members of the department assisted in the arrangements and participated in its discussions.
- (2) The Council of Education held a conference at the College, and Professor Rellahan, with the assistance of Professor Hatch, put on a demonstration lesson in the P.A.D. field.
- (3) The International Clubs of the high schools of Northern New Jersey held a conference at Montclair in the Spring under the leadership of Dr. Wittmer.
- (4) During the Summer, the Schoolmens Conference was held on the Campus in July. The first day was given over to a discussion of the new P.A.D. Syllabus; and Professor Rellahan put on a demonstration of class-room techniques and methods. The second day considered the problems in connection with a Latin-American Association for the junior and senior high schools. Dr. Snyder gave a class demonstration. These conferences were arranged by the Social Studies Department under the direction of Professor Hatch and Dr. Snyder. (1941-42)



II. Enrollment of majors and minors during the past four years.

	Majors	Minors
Year: 1937-1938	193	160 <del>2</del>
1938-1939	171	120 <del>2</del>
1939-1940	158	100 <del>2</del>
1940-1941		
Freshmen:	39	22
Sophomores:	41	21
Juniors:	36	32
Seniors:	<u>47</u>	<u>22</u>
	163	97





III. Courses Taught in the Social Studies Department

Summer Session, 1940

Course					
Number	Title	Sem. Hrs.	Sections	Teachers	
200B	Contemporary Political Life	2	1	Mr. Geigle	
202B	United States History, 1900-1940	2	1	Mr. Johnson	
301A	Economics I	2	1	Mr. Rellahan	
301B	Economics II	2	1	Mr. Rellahan	
401	Teaching the Social Studies	3	1	Professor Hatch and Mr. Johnson	
402A	American Government	2	1	Mr. Bye	
413	Economic History of the United States	2	1	Mr. Geigle	
417	American Archaeology	2	1	Dr. Freeman	
420A	European Outlook I	2	1	Dr. Wittmer	
420B	European Outlook II	2	1	Dr. Wittmer	
421	Oriental Civilization	2	1	Dr. Freeman	
434	Contemporary World Affairs	2	1	Dr. Wittmer	
435A	The Americas -- Economic and Cultural Survey	2	1	Mr. Labastille	
436	Modern Men of Ancient Times	2	1	Dr. Freeman	
437	The Political Party System in the United States	2	1	Mr. Bye	
438	The Literature of American History	2	1	Mr. Johnson	
504	International Economic Relations	2	1	Mr. Labastille	
601	Workshop -- Current Problems	4	1	Professor Hatch and Mr. Bye	

In addition to the above courses, the following courses were offered but not given:

200A	Contemporary Economic Life
407	New Jersey State and Local Government
428	Sociology I
432	Advanced Economics
509	Classical Archaeology

Fall Semester, 1940

100A	Civilization and Citizenship	4	5	Professor Hatch (1) Dr. Wittmer (1) Dr. Gave (1) Dr. Snyder (2)
101	European History; 1492-1815	4	2	Dr. Folsom
200A	Contemporary Economic Life	3	2	Mr. Rellahan (1) Mr. Geigle (1)
200B	Contemporary Political Life	3	3	Dr. Wittmer (2) Dr. Snyder (1)



Courses Taught in Social Studies 2  
Fall, 1940

- 2 -				
Number	Title	Sem. Hrs.	Sections	Teachers
201	American History to 1860	4	2	Dr. Gage
301	Economics	4	2	Mr. Rellahan
401	The Teaching of the Social Studies in the Junior and Senior High Schools	3	2	Professor Hatch (1) Dr. Snyder (1)
420	European Outlook	4	1	Dr. Wittmer
402	American and Comparative Government	4	2	Mr. Bye
407	New Jersey State and Local Government	2	1	Mr. Bye
427	Ancient History to 378 A.D.	4	1	Dr. Folsom
428	Racial Contributions to American Life	2	2	Dr. Partridge
511	Field Course: Metropolitan Community	4	1	Mr. Bye

Part-Time Division, Fall 1940

A102A	European History from 1815 to 1970	2	1	Dr. Folsom
A201A	American History from 1482 to 1789	2	1	Mr. Todd
A415	Latin-American Relations of the United States	2	1	Dr. Snyder
A420A	The European Outlook, Part I	2	1	Dr. Wittmer
A432	Greek Civilization	2	1	Dr. Freeman
A429	Sociology II, Present-Day Social Problems	2	1	Mr. Cressey
E435A	The Americas: An Economic and Cultural Survey, Part I	2	1	Mr. and Mrs. La- bastille
A511	Field Studies in the Metropolitan Community	4	1	Mr. Bye and Mr. Rellahan

In addition to the above courses, the following courses were offered  
but not given in the Part-Time Division, Fall 1940:

A200B	Contemporary Political Life
E402A	American Government
F518	Recent Trends in American History: 1918 to the Present

Spring Semester, 1941

100B	Civilization and Citizenship	4	5	Dr. Wittmer (2) Dr. Snyder (2) Dr. Gage (1)
102	European History: 1815 to Present	4	2	Dr. Folsom
200A	Contemporary Economic Life	3	3	Mr. Rellahan (2) Dr. Partridge (1)
200B	Contemporary Political Life	3	3	Professor Hatch (1) Dr. Wittmer (1)
202	American History: 1860 to the Present	4	2	Dr. Gage



162

Courses Taught in the Social Studies Department  
Spring, 1941

- 3 -

Number	Title	Sem. Hrs.	Section	Teachers
403	Student Teaching	10	1	Professor Hatch Mr. Bye Dr. Snyder Mr. Rellahan
415	Latin-American Relations of the United States	2	1	Dr. Snyder
420	The European Outlook	4	1	Dr. Wittmer
426	Medieval History to 1498	4	1	Dr. Folsom
429	Sociology II, Modern Problems	2	1	Dr. Partridge
432	Advanced Economics	2	1	Mr. Rellahan

Six Weeks' Course for Seniors

419	American Political Biography	2	1	Professor Hatch
404	The Philosophy of History	2	1	Mr. Bye
415	Latin-American Relations of the United States	2	1	Dr. Snyder
433	American Political Thought	2	1	Mr. Bye

Part-Time Division, Spring 1941

A201B	American History, 1789 to 1860	2	1	Mr. Todd
A301B	Economics II	2	1	Mr. Rellahan
A402B	Comparative Government	2	1	Mr. Bye
A413	Economic History of the United States	2	1	Mr. Ceigle
A420B	The European Outlook, Part II	2	1	Dr. Wittmer
A423	Roman Civilization	2	1	Dr. Freeman
E435B	The Americas: An Economic and Cultural Survey, Part II	2	1	Mr. and Mrs. La- bastille
E439	The Family and Its Problems	2	1	Mr. Cressey
A519	The Development of Canada and Mexico	2	1	Dr. Snyder

In addition to the above courses, the following course was offered but not given in the Part-Time Division, Spring 1941:

A102B	European History, 1870 to the Present
-------	---------------------------------------

High School Classes, 1940-1941

Grade 7	Professor Hatch and Miss Young
Grade 8	Dr. Folsom and Mr. Richman
Grade 9	Dr. Snyder
Grade 10	Dr. Wittmer
Grade 11	Dr. Gage
P.A.D. 12	Mr. Rellahan





#### IV. Staff and Staff Changes:

The permanent staff in the department during the college year 1940-1941 was as follows:

1. Professor Roy W. Hatch A.M. Head
2. Associate Professor Elwyn Collins Gage Ph.D.
3. Associate Professor Edgar C. Bye A.M.
4. Assistant Professor W. Harry Snyder Ph.D.
5. Assistant Professor Avaline Folsom Ph.D.
6. Assistant Professor Felix Wittmer Ph.D.
7. Assistant Professor John J. Rellahan A.M.

In addition, courses were given in the department both in regular and part-time divisions by the following people:

1. Professor Walter H. Freeman Ph.D.
2. Assistant Professor Ernest De A. Partridge Ph.D.
3. Assistant Professor Francis R. Geigle A.M.
4. Assistant Professor Ferdinand M. Labastille A.M.
5. Instructor Paul G. Cressey A.M.
6. Graduate Instructor Mr. Norman Richman A.B.
7. Graduate Instructor Miss Ruth Young A.B.

During the year the following staff members taught in the College High School:

- |               |                             |
|---------------|-----------------------------|
| Grade Seven:  | Miss Young                  |
| Grade Eight:  | Miss Folsom and Mr. Richman |
| Grade Nine:   | Mr. Snyder                  |
| Grade Ten:    | Mr. Wittmer                 |
| Grade Eleven: | Mr. Hatch and Mr. Gage      |
| Grade Twelve: | Mr. Rellahan                |



V. Studies Undertaken in the Department:

Professor Roy W. Hatch

- (1) The Future of the Social Studies  
Chapter on "A Unified Course in the Social Studies from Kindergarten Through XIIth Year"  
Published by the National Council of the Social Studies
- (2) Modern School Achievement Test, published by the Bureau of Publication, Teachers College, Columbia University, New York
- (3) Demonstration Lesson before the National Principals Association at Atlantic City, February, 1941  
Panel Discussion: Strengthening the Inner Defenses of Democracy  
Published by the Association  
Bulletin, March 1941
- (4) Revisions to "Our World Today" Series -- 4 volumes, published by Allyn and Bacon, Boston
- (5) "The Social Control of Business"  
A unit study prepared in collaboration with Professor John J. Relahan, as part of a Syllabus for the New Jersey Problems of Democracy course to be issued by the State Department of Public Instruction, October 1941

Dr. Avaline Folsom

Collecting material for a manuscript on the Colonial and Imperial Societies of the Nineteenth Century. This will show the part played by English Colonial enterprises and their influence on the Parliamentary system.

Dr. Felix Wittmer

- ~~(1) Book: "Flood-Lights on Europe", published by Scribners, 1937~~
- 1, ~~(2)~~ Another manuscript for a book on the European Outlook is now in progress
- 2, ~~(2)~~ Editor-in-chief of the "International Forum"

Dr. Elwyn Gage

- (1) Manuscript and materials on "Civilization and Citizenship"
- (2) Manuscript on "The History of the United States"  
(Both of these are near completion.)





Dr. W. H. Snyder

- (1) Manuscript nearing completion on Latin-America
- (2) Articles on "The Teaching of Latin-America" in educational journals.

Associate Professor Edgar C. Bye

- out*
- (1) Field Studies in Schools and Colleges ) Bureau of Field Studies,  
Montclair State Teachers
  - (2) Field Studies in a Teacher's College ) College, 1938
  - (3) Field Studies in Certain New Jersey Secondary Schools (editor) )
  - (4) Field Work of a Teachers College, Business Education World, February, 1939
1. (5) Field Work in the Study of Economics, Eleventh Yearbook of the National Council for the Social Studies, 1940
  2. (6) Two chapters in Field Studies for a book in preparation by the Progressive Education Association

Associate Professor John J. Rellahan

- 1 (1) "A Field Trip and Its Outcomes," Chapter V in Field Studies in Certain New Jersey Schools, published by Bureau of Field Studies, State Teachers College, Montclair, New Jersey
- 1 (2) "Suggested Field Trip Itinerary for Economic Institutions," reported in Chapter IX, Eleventh Yearbook, 1940, National Council for the Social Studies
- 2 (3) "The History, Technology, and Business Organization of the Transportation Industry." Chapter I of Part I of An Introduction to Public Service Industries, published in mimeographed form by New York University School of Commerce, Accounts, and Finance, 1941
- 3 (4) "The Contemporary Aspects of Federal Regulation of the Petroleum Industries under the Commodities Clause of the Hepburn Act of 1906." Doctor's Degree dissertation in preparation
- 4 (5) "The Social Control of Business". A unit study, prepared in collaboration with Professor Roy W. Hatch, as a part of a syllabus for the New Jersey Problems of Democracy course to be issued by the State Department of Public Instruction



166

VI. Recommendations:

I recommend two changes in the Curriculum of the Majors of the department:

- (1) A required course in Sociology for a full year in place of the present general background courses, Contemporary Political Life and Contemporary Economic Life. This course is to be given during the sophomore year.
- (2) A required course for all majors in their junior year -- second semester: Field Trips in the Metropolitan Community

I recommend strongly that the outstanding work of Dr. Snyder -- particularly in the field of Latin-American Relations which he has been chiefly instrumental in developing at the College, be recognized by making him an Associate Professor.

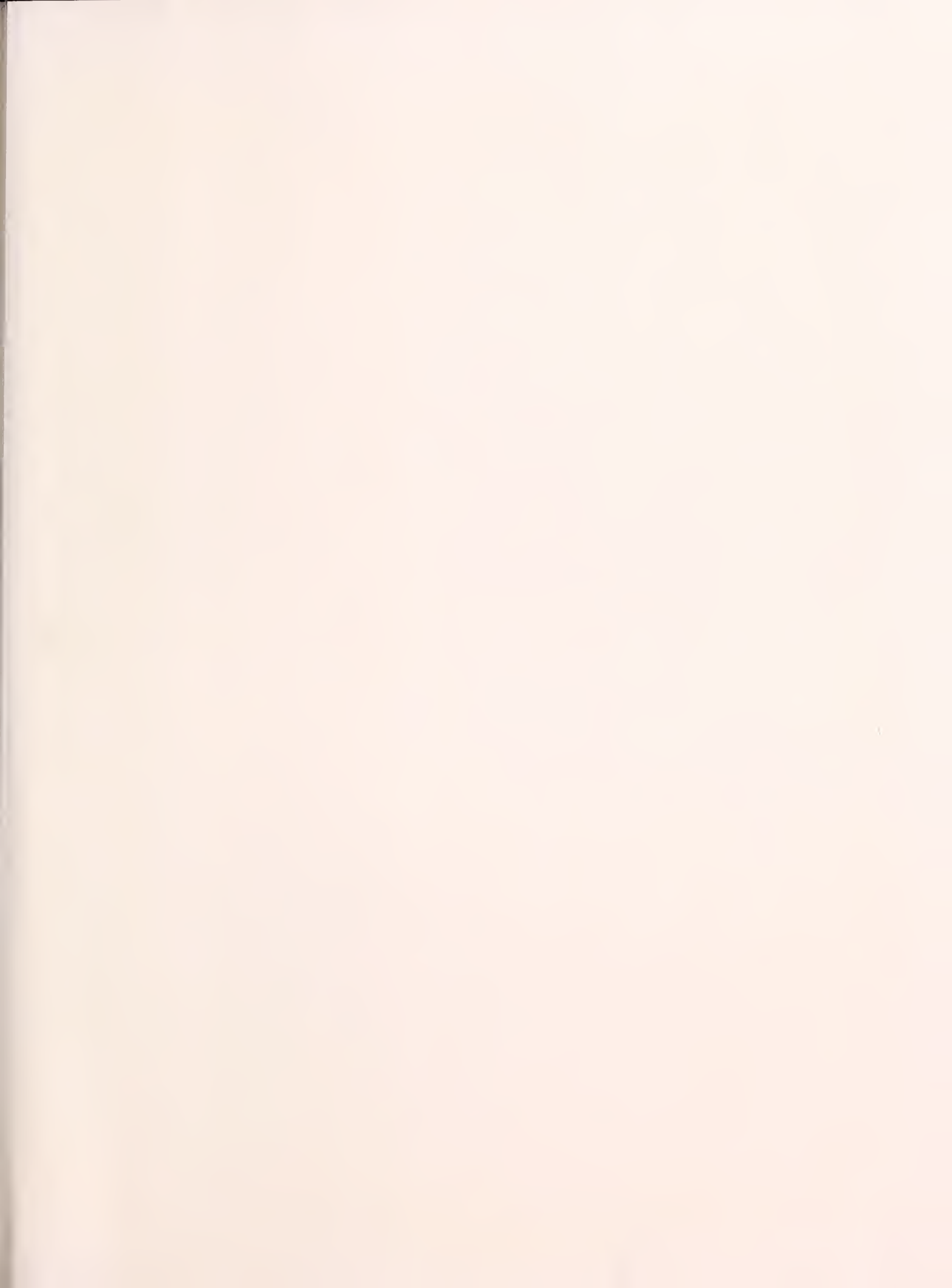
I recommend that Miss Ruth Young be continued as Graduate Assistant for the coming year.

I recommend that a solid, sound-proof partition be built between Room 21 and the Social Studies Office, so placed that it will enlarge the amount of space in the outer office.

Respectfully submitted,

Roy W. Hatch,  
Head of the Social Studies  
Department













HECKMAN  
BINDERY INC.



**JUN 85**



N. MANCHESTER,  
INDIANA 46962



